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ABSTRACT

This document presents conference papers concerning college and career choice. Presentation topics cover: the right student to have opportunity at the right time to continue his education after high school in the right place, making the options for students more manageable, student decisionmaking, American education and an open society; home correspondence courses: proprietary institutions, college degree opportunities for adults, the American College Testing Career Planning Program, federal responsibilities for career education, the impact of changing evaluation patterns on college admissions; and experiential learning. (MJM)

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COLLEGE/CAREER CHOICE

Proceedings of the
1972 ACT Invitational Conference
May 8-9, 1972
Iowa City, Iowa

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MONOGRAPH NINE:

COLLEGE/CAREER CHOICE: RIGHT STUDENT, RIGHT TIME, RIGHT PLACE

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TABLE OF CONTENTS

THE RIGHT STUDENT, THE RIGHT TIME, AND THE RIGHT PLACE
Ralph W. Tyler 1

INFINITE OPTIONS FOR STUDENTS: MAKING THE OPTIONS MANAGEABLE
JoAnn Harris 15
Commentary: *Thelma T. Daley* 21
Commentary: *Thomas E. Long* 23
Commentary: *Johnnie B. Watson* 25
Discussion 26

STUDENT DECISION MAKING: WHEN AND HOW
Henry Borow 33
Commentary: *Jerry J. Gerich* 43
Commentary: *Phillip E. Jones* 48
Commentary: *Dale J. Prediger* 50

AMERICAN EDUCATION AND AN OPEN SOCIETY: "SO MANY DEEDS CRY OUT TO BE DONE!"
A. Leon Higginbotham, Jr. 53

HOME STUDY CORRESPONDENCE COURSES
William Fowler 75

PROPRIETARY INSTITUTIONS
Richard A. Fulton 78

COLLEGE DEGREE OPPORTUNITIES FOR ADULTS
Roy Troutt 82

[Continued]

TABLE OF CONTENTS–*(Continued)*

THE ACT CAREER PLANNING PROGRAM
Warren K. Willis 91
Discussion: BROADENING POSTSECONDARY OPTIONS 92

FEDERAL RESPONSIBILITIES FOR CAREER EDUCATION
Robert C. Byrd 97

THE IMPACT OF CHANGING EVALUATION PATTERNS ON COLLEGE ADMISSIONS
E. E. Oliver 107
Commentary: *J. Douglas Conner* 116
Commentary: *Harold Temmer* 118
Discussion 122

EXPERIENTIAL LEARNING–FOR WHOM, WHEN, AND WHERE
Kenneth Washington 129
Commentary: *Frank Angel* 136
Commentary: *Charles N. Guerrero* 141
Commentary: *William L. Ramsey* 145

THE RIGHT STUDENT, THE RIGHT TIME, AND THE RIGHT PLACE

Ralph W. Tyler

It is highly improbable that this subject would ever have appeared on the program of an educational conference at an earlier period. Scanning the tables of contents of journals devoted to issues in post-high school education for the 50 years 1918-1968, I find no title of this sort listed. Yet today debates are raging over the relevancy of higher education to many college students; over the desirability of breaking into the college years to provide for work, travel, or marriage before the student's educational program is completed; and over the appropriateness for many students of curricula in the liberal arts versus those focused more directly on occupational preparation. Furthermore, reports of research and the personal appraisals of journalists are highlighting the variety of educational environments to be found on the campuses of the thousands of post-high school institutions in America, differences that are differentially attractive and stimulating to the varieties of types of high school graduates enrolling in them. Finally, recent studies like that of Eli Ginzberg indicate the tragic inadequacies of career information and guidance available to children and youth as they look forward to their adult occupations and further education. We are in a period of soul-searching about the effectiveness and adequacy of our entire system of post-high school education.

SHIFT IN FUNCTION OF COLLEGES

To illuminate our discussion of this topic, let us examine briefly the factors that are largely responsible for bringing the problems to public attention. Probably the most important one is the shift taking place in the view of colleges as sorting institutions to expecting them to stimulate and aid the learning of their students. Since the end of World War II, the pace of social change has greatly increased; and schools and colleges are facing major new demands as are other social institutions such as the hospitals and health centers, law enforcement agencies, and the social services generally. The increasing applications of science and technology to agriculture, industry, defense, communications, and the professions themselves have so changed the life conditions and opportunities for most Americans that they anticipate improvements in their lives and ways of living that were viewed as utopian dreams at the beginning of this century.

Educational doctrines and practices were developed largely before 1945 and in terms of the structure of the society and the characteristics of the clientele of earlier times. When most people were employed as unskilled or semiskilled laborers and only 5% were in professional or managerial occupations, most persons could survive with little or no formal education; and only a few would utilize college education in their work. Under these conditions, a major function of schools and colleges was to sort children and youth, pushing out those who were judged least promising for further education and encouraging a few to go on. The lock-step progress of instruction and the grading system used were developed to sort students rather than to help every child and youth to get an education. By moving the whole class at the same rate from topic to topic, pacing the movement in terms of the performance of the average students, those with more difficulty in learning would be certain to get farther and farther behind, and most would give up trying. This process was reinforced by the grading system, which year by year gave low marks to those having difficulty, thus helping further to discourage them from going on while assigning high marks to those who learned easily and quickly, thus encouraging them to continue their formal education year after year.

[Before 1945] the lock-step progress of instruction and the grading system used were . . . to sort students rather than to help [them].

These policies and practices have existed for so long that we rarely note how sharply they differ from those of an institution devoted wholly to teaching and learning. For example, if you or I want to learn to play golf, we go to a golf "pro," whose job is to teach us. We don't expect that after a few practice periods he will say, "You are getting a 'D' in your work. I may have to fail you if you don't improve." Instead, we expect him to say, "You are making progress on your drive, but you need to bring your full body into the swing. A little later I'll give you further practice on your putting to increase accuracy and decrease power." An institution concerned primarily with learning and teaching follows practices based on the available knowledge of how people learn, whereas our schools and colleges are only partly concerned with helping each student learn and are likely to be preoccupied with grading, classifying, and other sorting functions.

This was appropriate from the point of view of society in an earlier stage when the positions available for the occupational, social, and political elite were few in number. Then the schools and colleges were a major means for rationing educational opportunities to conform to the social structure. It seemed sensible then to give everyone a chance to jump the hurdles and to record the results, reporting them in a way that would influence children, youth, and their parents to seek further educational opportunities only as they were clearly successful in previous years.

Today we have a different situation. By the use of science and technology, we are producing our nation's need for food and fiber using only 5% of the labor force. Less than 5% is employed as nonfarm, unskilled labor. Less than 40% of our total labor force is employed in producing and distributing material goods. More than 60% is furnishing nonmaterial services for which there is an ever-rising demand—health services, educational services, social services of various sorts, recreational services, accounting, and administration. Young people without the competency of one who has completed elementary education find very few jobs available. On the other hand, employment in the fields where demand is increasing requires more than high school education. The critical task is no longer sorting students, but educating a much larger proportion to meet current opportunities.

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is no longer sorting students,
but educating a much
larger proportion. . . .

CAREER INFORMATION INADEQUATE

Unfortunately, although many high school students know about the increased demand for persons with post-high school education, they know little about the occupations and career possibilities in large sectors of employment; and they commonly think only of 4-year colleges and universities when considering education after high school. Actually, current demands are greater in technical and service fields than in the professional occupations. Engineering technicians, technicians in the health services, aides to nurses, teachers, and other social services are illustrations of expanding occupations, preparation for which is provided by junior and community colleges, technical institutes, vocational-technical schools, and the like. Because school guidance personnel are almost wholly drawn from the ranks of teachers, most of them have no direct experience in these occupational fields and know little about them. Ginzberg finds that most guidance officers have a negative attitude toward post-high school institutions that are not 4-year colleges or universities. Lacking knowledge about careers in these fields and the institutions where they can receive relevant preparation, and impressed by the higher social status of colleges and universities, many students for whom such programs would be of interest and in which they could be successful are not giving careful consideration to these educational opportunities. The decisions regarding the right place for the student should be formed as a result of more adequate knowledge of the range of career opportunities available to him or her and the institutions that furnish relevant preparation. Ginzberg's recommendations regarding the reform of career guidance are important ones, long overdue.

Most [counselors] have no direct experience in these occupational fields and know little about them.

Few students are planning their career and educational programs systematically, bringing together information about themselves with that about occupations and the educational avenues for preparing and entering these occupations. Testing organizations have recently developed assessment instruments and planning guides to stimulate and assist this long-neglected phase of education. The previous preoccupation of testing with the abilities of students that are rewarded by current college practices has severely limited the range of significant abilities that are identified by tests or by school marks. Career planning involves consideration of interests, habits, previous experiences, and the like, that have not heretofore been considered systematically in educational planning.

Although the demand for many more persons with post-high school education most commonly reflects occupational needs and opportunities, it is not restricted to these things. The requirements for intelligent and informed citizenship are clearly far beyond those of a simple agrarian society without urbanization, industrialization, and extensive international interdependence. The maintenance of a healthy and balanced environment, the constructive utilization of the marvels of contemporary communication, the exploitation of the many art forms for personal self-realization, inspiration, and recreation are examples of other areas of life that clearly call for more and better education. Even family life and character development in our times require education far beyond that of a simpler society.

Most of what adults in earlier generations learned that aided them in dealing with their personal and social problems and helped them gain meaning and happiness in their lives was not obtained through the formal education of school and college. It was gained in the home, the work situations, in recreational activities, and in the many social contacts of the community. But now the educational needs have become much greater while the opportunities for relevant, instructive learning in informal situations are greatly reduced.

Opportunities for relevant, instructive learning in informal situations are greatly reduced.

EDUCATIONAL DEPRIVATION FOR YOUTH

This educational deprivation is most serious for youth. This is the time when young people are becoming physically mature and realize that they will soon be adults. But in far too many cases, they have no way of moving gradually into the activities and responsibilities of adults. They are isolated in institutions comprised primarily of other young people, not able to work side by side with adults where they can compare their knowledge and skills with older people and gain reassurance that they are growing up and are successfully doing what adults do. They lack not only the self-confidence that comes with meeting successfully the tests of adult participation, but also they lack real "gut" understanding of the adult world. Their perception of the world is largely gained by looking at a distance from the protected confines of home and school and the greatly distorted pictures and fantasies of mass communication, especially TV. As youth recognize their lack of genuine responsible participation in the adult world, many of them rebel, demand curricular relevance, try to drop out of high school and college, or docilely carry on the activities expected of them in the hope of a reward or of freedom when their schooling is finished.

The isolation of many young people from the adult world raises for them the question about the time and place for their further education. For youth who are anxious and uncertain about their progress toward responsible adulthood, the immediate post-high school years should furnish opportunities for work in the adult world in which they have clear responsibilities and bear some of the consequences of the actions they take. This could be full-time employment or cooperative education in which the student alternates periods of full-time schooling with full-time work planned to relate to his educational

the immediate post-high school years should furnish opportunities for work in the adult world [with its] responsibilities and . . . consequences. . . .

program. The study of the educational effects of cooperative education[1] shows that most students see greater relevance in cooperative programs, believe that they are becoming responsible adults, and have become more mature through their work experience. They also recognize the relevance of much of what they are learning to the experiences they are having on their jobs and in the social contexts of their work. The range of work possibilities for the young person who is deeply concerned about his isolation from the adult world includes jobs in industry, commerce, agriculture, hospitals and health centers, schools, civil service, welfare agencies, correctional services and other social services. In fact, institutions that have programs of cooperative education are continually identifying new job areas in which their students are being placed.

The time for post-high school education is a matter that every student should carefully consider, not only those who need to assure themselves that they are becoming adults. Some students have family responsibilities or financial problems that prevent them from enrolling full time in an educational institution immediately after high school. A cooperative education program enables the student to earn part of his necessary expenses. Many institutions, particularly community colleges, offer part-time programs in which the student may enroll while working full time. Educational opportunities are increasingly made available by some institutions for women to complete a college program either while largely confined to family responsibilities or after the time when they are needed to care for children in the home.

New kinds of programs are being developed for career education of teachers and nurses. They involve a long-term educational sequence that is almost the reverse of the traditional college program. In the field of teacher education, for example, a high school student may begin as a youth tutor, then with a short-term training period become a teacher's aide, then take on a longer formal educational program to become a certified teacher.

A similar ladder of practical experiences of increasing complexity alternated with educational programs is being worked out in the field of nursing. The sequence in both of these career ladders is from practical and simple concrete work responsibilities to increasingly more complex ones involving greater planning and more reliance on basic principles than on specific rules. Correspondingly, the education and training begin with concrete explanations and procedures and then develop the principles and rationale that explain and guide the work. For many young people who are skeptical about book learning and abstract ideas, this sequence of education will be attractive; and they are likely to achieve greater success in such programs than in traditional programs.

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[1] James W. Wilson and E. H. Lyons, *Work-Study College Programs; Appraisal and Report of the Study of Cooperative Education* (New York: Harper, 1961).

COLLEGE ASPIRATIONS RISING

Paradoxically, while many young people are questioning the relevance of higher education, the aspirations are rising for college education on the part of families who have never had such opportunities before. Large sectors of the American people have incomes now sufficient to make them feel that the work of their children is not necessary for their survival. The effort to extend civil rights to the poor and oppressed has focused on education as well as jobs, voting, and housing. The mass media have also helped to popularize post-high school education. As a result of these and other influences, public opinion polls indicate that 90% of American families would like their children to go to college, and about 70% expect their children will do so. At present more than half of the high school graduates in the United States enroll in post-secondary educational institutions. This is nearly 40% of the age group.

Opinion polls indicate that 90% . . . would like their children to go to college. . . .

Clearly, the American public has responded to the demands and aspirations for education to a degree unprecedented in our history and far beyond the imagination of most other countries. State colleges and universities have tremendously expanded their offerings and enrollments while junior and community colleges have been established at a phenomenal rate. The result is a decentralized collection or system of post-high school institutions that appear on the surface to provide almost infinite variety. Unfortunately, the variety is limited by the lack of imagination of many college staffs, their desire to be like institutions with high prestige, the lack of public information about novel programs, and the hesitation of students and parents to select an institution that is "odd" or might require the students to be "guinea pigs."

Open Admissions Not Enough

Nonetheless, a number of major educational institutions are attempting to serve a wider range of students than they have enrolled in the past. Open admissions is a common way to seek to serve new groups. But unless this is coupled with a reexamination of education practices and the basic assumptions on which the college operates, the policy of open admissions may result only in failure of the student to gain an education after he has enrolled. The prevailing curriculum and teaching practices have been developed by both trial

The policy of open admissions may result only in failure of the student to gain an education after he has enrolled.

and error and thoughtful design. It has, in the past, worked rather well with youth from middle class homes that generally reflect the values, beliefs, habits, and practices of the dominant culture. But when an institution seeks to educate a much wider range of young people, it finds that we are a society composed of a number of identifiably different groups, with different values, habits, and practices. The stable working class group is a good example. College education is viewed by this group as furnishing entrance to well-paying white collar jobs, which confer higher social status. Furthermore, most families from this group are uncertain as to whether their youth can succeed in college. Hence, students from these families are likely to need a curriculum clearly related to their occupational goals, and teaching practices that furnish continuing assurance that they are succeeding in the educational program. Some of them believe that the college program is only a set of hurdles they must jump to get certified for entrance to the kinds of jobs they want. They have not seen formal education as making a real contribution to their competence but only furnishing a paper credential. In such cases, they may not expect the contents of the curriculum to give them competence and may be content to memorize what they hear and read without trying to understand its meaning to their lives and work. This group is only one illustration.

There are other kinds of students now enrolling in post-high school institutions who were not largely represented in earlier periods and who are also different in values, expectations, and habits from those coming from the dominant middle class. They, too, encounter difficulties in typical college programs.

Some Students Require a Planned Sequence

As we have studied learning in college, we find that middle class students who have learned how to learn "school-type material" before they come to college take many of the necessary steps in learning without requiring help from the instructor. Our interviews with students reveal a number of cases in which students able to guide their own learning have constructed their own sequences for learning in units or topics in which neither the instructor nor the textbook author had consciously planned a sequence. But students who are not accustomed to building their own order out of unordered experiences are commonly overwhelmed by courses which require both simple and complex skills with books and lectures that present a mixture of basic ideas, illustrative examples, prescriptive rules, and principles that explain them. They require a planned sequence to enable them to move on step by step in their learning.

We find, too, that students who have learned how to learn are usually able to figure out for themselves as they work on their material what the objectives are—that is, what they are expected to learn from their work. On the other hand, many students appear to have no idea of what they are to learn and they do not focus their attention on the desired outcome. When in doubt about the purpose, they try to memorize the material rather than to seek to analyze it, to apply it to concrete situations, to compare and contrast it with other points of view, or to see how it relates to their own experience.

Role Model Needed

Because many middle class students learn what is expected without having explained to them what they are to learn, many college instructors have not recognized that for some students to succeed in their work the instructor or someone else will need to serve as a role model, a live illustration of what it is that the students are expected to become. We understand this in the learning of sports. If we are to guide our efforts in learning golf, we must see someone playing golf. If we are to practice making a long drive, we are greatly aided by observing someone making a long drive. So, college instructors, too, need to realize that there must be available, for the students to observe, some examples of the kind of behavior the student is expected to learn.

Another illustration of teaching procedures that are different for different sorts of students is that involved in reinforcement and feedback as students practice the behavior they are trying to learn. Each successful practice effort should be rewarding to the student, and he is aided by getting some report on his unsuccessful efforts so as to know what he can do to improve. Unfortunately, the common practice has been to give a higher grade or reward to those who already know or can do and to discourage those needing help by awarding a lower grade. Few efforts are devoted to helping the student correct unsuccessful behavior. Thus, the students needing help in learning are not likely to receive much assistance.

Few efforts are devoted to helping the student correct unsuccessful behavior.

Another major resource for student learning is the peer group of which he is a member. If other students whom he respects and with whom he participates in various activities are interested in learning those things on which his college program is focused, and they discuss the material and share in the learning efforts, the result is a potent influence to encourage, guide, and reinforce his efforts. This peer group influence, which is particularly needed by students who lack familiarity with the college environment and are not highly confident of their ability to succeed, is often overlooked in the planning and conducting of the educational program.

Preparation for Life "Outside"

Every educational program seeks to aid students in developing new ways of thinking, feeling, and acting that will be employed by them in the various appropriate situations they encounter in their lives. Education has not been successful if the student does not transfer what he learns in college to his life outside. Because many things to be learned in college are new ways of viewing situations, new ways of attacking problems, new ways of understanding and explaining phenomena, new kinds of interests, new ways of responding emotionally to aesthetic experiences, new social, intellectual and communication skills, they are often in sharp contrast to the habits, attitudes, ideas, and practices of many students. Without help in applying these new things to the life situations the student is encountering, he may not transfer college learning to his life outside the classroom.

These are illustrations of problems encountered as new groups of students are enrolled in post-high school institutions. If the college or technical school is not prepared to help the student who needs assistance in learning, it is not the place for him to go. From the viewpoint of the college, the right student is the one who is likely to be able to proceed with his education under the learning conditions the college is prepared to furnish. Every post-high school institution should be carefully and honestly reviewing the learning environment and conditions that it is actually providing to make sure that it is the right place for the students it is enrolling, or seeking to enroll. For some students, the right place may be another educational institution or another kind of experience altogether.

LIMITED INFORMATION ABOUT STUDENTS

One of the factors that helps to perpetuate educational practices that are inadequate for many of the new groups of students is the limited information about students furnished by scholastic aptitude tests, grade point averages, and ranks in class. These are the most widely used bases for college admission and for assessing the student's potential while he is in college. Scholastic aptitude tests are built by a procedure that seeks to maximize the correlation between the test score and the grades he receives in college. The kinds of test exercises that are included are those measuring primarily verbal facility, knowledge of quantitative relations, and computational skills. By selecting those items that discriminate most sharply between students receiving high grades in college and those given low ones, candidates who would not succeed without changes in educational practices receive low scores and in selective admissions programs would not be admitted to college. Thus, college staffs do not encounter many students who do not get along with the typical teaching practices. Hence, instructors are not stimulated to discover and design procedures that will help such students learn. Furthermore, the term "scholastic aptitude" implies to the college instructor that students with low scores don't have the ability to succeed in college. In this way, these tests become self-fulfilling prophecies. High school grade point averages and rank in class are also measures of the student's success in getting along in the traditional system and are not comprehensive assessments of what he can learn.

> *these [scholastic aptitude] tests become self-fulfilling prophecies.*

If college practices are to be broadened to help a wider range of students get an education, so-called "aptitude testing" must become a device for assessing and reporting the variety of talents, interests, positive attitudes, and successful experiences that characterize the high school graduate. In effect, aptitude testing should seek to furnish a comprehensive inventory of the strengths and limitations, interests and goals of each person. With this information, the post-high school institution can make a much wiser selection of *"right students"* for that institution; and the faculty is provided with information much more helpful in designing the curriculum and working out the teaching-learning procedures than information limited to the student's previous scholastic success and scores on tests designed to predict his grades in a traditional setting. With a student who has not found significant and relevant experience in school, information about his out-of-school accomplishments in work, in community enterprises, in peer-group acitivites, and in the home are more likely to indicate strengths on which his educational program can be based than is furnished by SAT scores or high school grades.

The right place for a student is the one that can help him achieve his aspirations by helping him through his educational program to use his talents constructively and fully and overcome his limitations. *The right time* is when the student's talents have matured to the point that a new educational setting will markedly help him continue to develop, when he is not heavily preoccupied with distracting problems, and when he has confidence that he can perform successfully in the new setting. The right place for the student immediately after high school graduation may be an educational institution, it may be in full-time employment, it may be in part-time schooling and part-time employment, it may be in the home devoting full time to family duties, it may be a combination of home duties and part-time schooling. With the development of "open universities," correspondence instruction, instructional TV, instructional packages of audiovisual and printed aids, on-the-job training, educational and training seminars provided by employers, the possible "right places" for the student have become much more varied and numerous in recent years. But a more important consideration in the selection of the place is not the "delivery system" but the content of the education and the way in which student learning is facilitated. The content—that is, what the student is to learn—should be things that will help him attain his goals, that will help him to understand more broadly and fully the life experiences he is having and those he is preparing for, and that will open up additional life choices for him rather than narrowing his opportunities. The way in which learning is facilitated should build on his strengths, helping him to become an independent learner rather than to impose hurdles that limit his learning.

SUMMARY

I have briefly tried to outline the conditions required in America for the *right student* to have opportunity at the *right time* to continue his education after high school in the *right place*. These conditions are not easily met. From the standpoint of the student, he needs more helpful and dependable information than he now obtains about his own interests and aspirations, and about his strengths and limitations. He needs more relevant information about jobs and career opportunities than he can get at present. He needs much more significant information than is now available about post-high school institutions, their social and educational environments and the occupational relevance, the educational content and the ways learning is facilitated in their various educational programs. Many need assistance in getting jobs that could help to meet some of their personal needs as well as assistance in planning for education and career. Many also need financial aid.

> *he needs more helpful and dependable information. . . . more relevant information. . . . more significant information. . . .*

From the standpoint of the educational institution, most staffs need a clear understanding of the social and cultural changes that are so closely related to their own responsibilities. They need to re-think their functions as educational institutions rather than sorting ones, and identify the kinds of specific contributions they are able and willing to make to the development of youth and the maintenance and improvement of society. Perhaps most difficult of all, the curriculum needs to be redesigned to serve the educational functions selected; and the faculty needs to change many of its doctrines and practices in order to facilitate the learning of the students it admits.

From the standpoint of the larger society, education must be more clearly recognized as making multiple positive contributions. It enables the individual to develop and utilize his talents and thus to achieve self-realization. It provides the educated people necessary to maintain and improve the society in its social, economic, and political spheres. It furnishes a means for social mobility so essential to an open, self-renewing society. And it furnishes a worthy and satisfying consumer good to the millions who enjoy learning. As these contributions are more clearly recognized, the larger society, socially, politically, and economically, can be called upon to stimulate, encourage, and support constructive efforts to establish more fully the conditions throughout the nation whereby the right student will be in the right educational situation at the right time.

Education must be
more clearly recognized
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positive contributions.

INFINITE OPTIONS FOR STUDENTS: MAKING THE OPTIONS MANAGEABLE

JoAnn Harris

Within the past 20 years the concept of career guidance has changed substantially. We have defined "career" as a sequence of positions in an individual's life which makes up his life style (Super, 1963). Our view of career is changing to that of the making of a life instead of simply the making of a living (Tiedeman, 1963). We are thus including occupational, educational, and personal-social plans and decisions under the term "career." This entire process is being viewed as a dynamic, developmental one which is organized by a given individual around his self-concept (Super's term) or ego-identity (Tiedeman's term).

> *. . . making of a life instead of simply the making of a living . . .*

One of the most significant developments of the past 20 years has been the building of theory and the generation of research about vocational maturity, a construct proposed by Super and his colleagues in the early days of their Career Pattern Study. Super's (1957, 1963) theory proposed that career development is a long, developmental process which takes place throughout two life stages: exploration and establishment. These are, in turn, divided into substages, each of which has relevant vocational tasks and behaviors associated with it. The purpose of the adolesent exploration stage is to become broadly aware of alternatives and of the need to eventually crystallize.

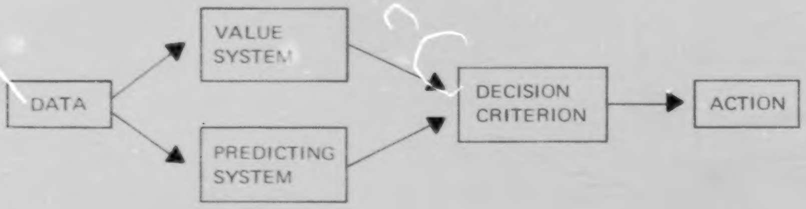
CAREER GUIDANCE A TWO-PRONGED TASK

Another significant development has been the study of the decision-making process. Tiedeman (1963) has proposed a dynamic, two-stage paradigm for career decision-making. The first stage of anticipation is divided into substages of exploration, crystallization, choice, and clarification. The second stage, called implementation, focuses upon implementation of and adjustment to the chosen course.

The point I am seeking to make is that career choice has two dimensions: the dimensions of broadening and increasing options and the dimension of narrowing, specifying, and crystallizing options. Therefore, we in the guidance profession face a two-pronged task in career guidance programs: making students aware of the vastness of alternatives and then assisting them to make the options manageable. Both Super and Tiedeman call the latter process crystallization, one step removed from choice.

Making the Options Manageable

Following are some proposals of ways in which guidance professionals can help make the options manageable. A diagram for decision making which was proposed by Bross (1953) will be helpful in this regard:



A basic assumption of decision-making theory is that no good decisions are possible without data. Thus, the first box in Bross' schematic represents data input. In our field, the data required are facts about 4-year colleges, 2-year colleges, curricula, technical and specialized schools, military programs, and occupations. Therefore, the first step in assisting students in the managing of options is to give them as much data as possible about all the options which exist for them. This is not only increasing the options, but is also adding a wealth and range of information about each option which is adequate to facilitate later decision making.

Bross' second step includes a Value System and a Predicting System. I would like to call the combination of these a "personal meaning system." A basic prerequisite for developing a personal meaning system is the attainment of an adequate self-concept. This comes from experiencing, role-testing, input of objective data, and interaction with those who help us see ourselves as others see us. Out of this can grow what Bross calls the Predicting System, or simply put, a way to answer the question, "Knowing what I know about me, how will I succeed in College X, Occupation Y, or Situation Z?"

Bross' emphasis on the development of a value system is also emphasized by Katz (1963). He says:

> Although the role of an individual may be composed of and described in terms of many attributes, the individual's values are the mediating force that binds the attributes together, weights them, organizes them, integrates them, and enables them to be activated in an organismic way in decision making [p. 17].

The development of a stable value system assists an individual in answering the question, "So, I can expect to be successful in Occupations X, Y, and Z, but which would more adequately facilitate the expression of my value system?"

Sorting the Options

Bross' diagram tells us that data filtered through an individual's Value System and Predicting Systems provide the decision maker with a Decision Criterion. This is an algorithm for sorting the available options and selecting one which is in congruence both with the individual's current value system and predicting system. The Decision Criterion allows the making of a decision, or at least a tentative choice, which culminates in action, or Tiedeman's implementation phase.

FOUR AREAS OF COUNSELOR RESPONSIBILITY

Now let me be more practical. I have implied that the counselor has at least four areas of responsibility which will assist the student to make his/her options manageable: (1) the provision of data or information about available options, (2) assistance with the formation and identification of a predicting system, (3) assistance with the formation and identification of a value system, and (4) the learning of a decision-making strategy. Specifically, how can the counselor assist students in these ways?

Information Giving

Let's look at the information-giving function first. Gelatt (1965) has emphasized the fact that information is the *sine qua non* of decision making. Yet, counselors have not been trained as information specialists. Neither do they have primary interest in the dispensing of career information. As you might expect me to say, I believe that the quality

counselors have not been trained as information specialists.

and ease of information-giving can be greatly enhanced by the use of a computer-based guidance system in addition to the files, reference books, and audiovisual aids which we have traditionally used.

I believe that there is a level of information beyond the dispensing of facts and that it is here that the counselor can best use his/her expertise. A part of the role of the counselor should be to assist a student to purposefully gain information about himself/herself and career options by planned role-testing. I refer to activities like finding a summer job as an orderly in order to gain information about the medical field, taking a programming course in order to understand the computer field better, doing volunteer work with inner-city children in order to catch a glimpse of social work, or entering the Diversified Occupations program at school in order to try out dental assisting.

Predicting System Development

What can counselors do to help students develop a predicting system? Self-understanding and formation of self-concept are critical here. Objective testing can be of assistance, and in my opinion, ACT is leading the profession in an attempt to make test information meaningful in the development of a personal predicting system. This position has recently been stated by Prediger (1972) as follows:

> The second major contribution of tests to career guidance is the provision of information bearing on the "what ifs" of decision making. Decision theory tells us that an essential component of every decision is consideration of the probability of various outcomes. For certain categories of ourcomes . . . tests can provide some of the necessary "what if" types of information. . . .
>
> However, in career planning and decision making, it is the individual who is the predictor, not the counselor or whatever instrument he may use. Decision theory tells us that the outcome probabilities used by students in career decision making are always subjective. Only the student can assimilate and combine the objective probabilities based on the experience of others as abstracted through tests, with the subjective probabilities based on his own experience [pp. 22-23].

This places testing in dynamic perspective as a means of encouraging exploration and development of a personal predicting system rather than simply as a means of matching square people with square holes.

Testing is only a part of the answer in regard to helping students form a realistic personal predicting system. I have come to believe that some of the structured group counseling experiences, such as the Achievement Motivation group experience, can produce positive gains in self-understanding and lend themselves to the public school setting. Student-counselor individual interviews should also be designed to assist a student to understand his strengths and how to maximize them.

Value System Identification

Obviously, the school is only one influence on the development of an individual's value system. Without doubt the home and the society at large hold the major influences. The school guidance program can, however, assist the student in the identification and clarification of his/her value system. Again, the Achievement Motivation group experience can be used to accomplish this in a structured kind of way. Computer-based guidance systems have also been designed to help students become aware of and clarify their personal value system. An active case in point is the System for Interactive Guidance Information (SIGI) being developed at Educational Testing Service under the direction of Martin Katz.

Decision-Making Strategy

One of the problems with the vocational information which we now make available to students is that it does not tell them what values or life styles might best be served by entering a given occupation.

Now we come to the Decision Criterion. This is really a strategy for decision-making—a way to bring together what I know about myself and what I know about the options at my disposal for the making of a good decision. I think that guidance programs need to purposefully plan experiences which give students decision-making practice. We should allow students greater freedom in decisions about course offerings, the teachers whom they select, the content of the curriculum, etc. We should also help them understand how they are making decisions and to evaluate the results of their decisions. I think that the computer holds great promise in teaching and giving students simulated experience in decision making. It is possible to design a computer program which will give the students simulated life experiences. For example, the computer could ask the student to identify the kind of person whose life he/she wished to simulate. When the student identifies the sex, socioeconomic background, aptitudes, and interests of the fictitious person, the computer can then present decisions which are typical in an individual's life from adolesence to age 30, for example. At each decision point, the user is allowed to ask for and receive additional information about the person himself/herself and about the available options present at each choice point. The student then chooses one option, which in turn leads to another choice point with a new set of options, etc. In this way a student can become aware of the dynamics of decision making and of the relevance of information to it. The computer can also be programmed to recap for the student how he/she is making decisions and whether or not he/she is making use of all available data in doing so.

SUMMARY

I do not have an easy solution to propose or even 10 easy steps for making options manageable. I do propose that the answer lies in a planned, developmental guidance program which makes maximum use of humans, computers, and tools. In my opinion, practicing counselors have not adequately defined either their desired end products or the process by which they should reach them. For me, one of the end products must be an interdependent individual who knows how to take responsibility for good personal decisions. The process is largely one of learning how to manage options.

Given adequate time, money, and personnel, my guidance program would be a carefully integrated man-machine system. I would delegate the Data Input function to an interactive computer-based guidance system, like Computerized Vocational Information System (CVIS) or Education and Career Exploration System (ECES), and to planned on-the-job experience in areas of work identified by use of the computer system and exploratory testing instruments. These could be administered on-line by the computer or could be administered prior to computer use and the results stored for use in the on-line exploration.

. . . a carefully integrated man-machine system.

I would delegate the identification and/or formation of a personal meaning system to counselors and the tools and techniques which they can marshal to assist them. I see this function as a highly personal one and one which counselors are both trained to perform and interested in performing. Their approach needs to be a combination of individual and group counseling. Bridges must be built between meaning systems and occupational and educational options.

The learning of a decision-making strategy is a joint function of computer and counselor. The counselor should be assisting the student to apply decision-making principles to all of his/her decisions and to evaluate their outcome. The computer can provide more formalized practice and evaluation.

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COMMENTARY

Thelma T. Daley

I guess I'm bothered about some of the things I've heard, even though nobody else seems to be bothered, because I still see us going in a straight-line focus in some way. However, I also see many elements that are missing in this total aspect as we talk, not just about the computer, but about career education and career development and career guidance.

I disagree when you say the counselors do not have this concept (career is the making of a life instead of simply the making of a living). I think the counselors have had this concept for years, but they have been hurt by a lack of implementation because nobody else possibly has had that concept, and you can't do it alone—you must have the total group working together.

MORE DATA NEEDED IN TERMS OF SELF

With respect to the data processing machine, I'm glad there's another device because I think we need many devices, many options. But there are certain things about this data processing procedure that bother me. I didn't see enough data there in terms of self. You have a massive amount of data about the world of work. But I couldn't really see how the self was entering in, and I think that must be very clear if we are not going back to the old Parsonian concept of match the man with the job, etc. I would hate it very much if we went in that particular direction.

I am also concerned when you say the computer can come up with certain information for a hypothetical person. What happens to the person you can't really measure with the kind of normative data we usually have? How is he helped? What happens if he gets the wrong kind of data fed back to him? I guess what I'm trying to say is that there are certain elements that can't be measured, and this concerns me.

there are certain elements that can't be measured.

ARE INSTRUMENTS BEING MONITORED?

I'm also concerned about the use of the vocational maturity instruments. I get the feeling that you think the three instruments coming on the market are going to be very good. However, I wonder how much we are doing to monitor the three instruments. In what way will they be measuring vocational maturity so I can make intelligent choices and decisions?

The basic conflict I see in terms of the computer is that I see us over and over again stereotyping what we're saying in terms of career education and career development. That really bothers me. I've heard a lot of theory during this conference. But in the back of it all I see us going back to vocational education. Unless we get together and do it as a total community kind of program, it's going to be the same old thing.

You tell me that one of the models deals with industry whereby my students would leave and go to industry. It hasn't been worked out for me. So how do I do it right now? Who is coming up with this answer? And when will I get the answer? By the time I get the answer, the Nixon administration might be out and the funds may have subsided and we'll be off on another kick.

when will I get the answer?

IMPLEMENTATION LACKING

Despite all this talk, I don't see any implementation. We're not talking about career education from K through 12 these days, we're talking about it from K to the grave. So those of you who are working with community programs, those of you who are working with graduate schools, those of you who are working with the Veterans Administration, you are equally as involved as elementary and secondary school teachers and counselors. Somewhere along the line, implementation must take place—maybe that's what we need to get together on.

COMMENTARY

Thomas E. Long

I liked Ms. Harris's emphasis on thinking of careers as a sequence of opportunities and a sequence of positions that create a life style (quoting Super). We often ask children what they are going to be. We ask people in college what they are going to be and they really don't know. I think maybe we can reorient our guidance positions, our guidance programs, our teaching, and instructional activities to ask children what they're going to do *first,* rather than what they're going to be. We can help them decide what they want to do next after they leave us.

I think that in taking a new look at careers, we can do this best by studying, researching, investigating, pondering, and thinking about some viable vocational variables. I am not a vocational educator. I am a counselor—a counselor-educator in a vocational-education department—and I have had exceptional opportunities (I don't know how well I've seized them) to look at the concerns of vocational education.

There are vocational variables and they are misused if we don't help students make them viable. These variables include intelligence, measures of intelligence, personality, achievement, scholarship, skills, aptitudes, interests, all of the things that relate to a person's motivation, desire, life style, or goal-seeking activities. We have to take a look at all of these.

MORE VOCATIONAL COUNSELING NEEDED

I think we have to change our counseling programs. Ms. Harris quoted somebody as saying, "Without information, we have no freedom." I think of something totally separate and different when I hear that statement, and I would change it to say, "Without freedom, we have little information." Now I'm talking about the guidance program because it isn't a free system in that students don't always receive information about vocational and work opportunities. They get lots of information about attending colleges, but everybody won't attend college. Look at the newspapers, look at the help-wanted columns and see what kinds of people are most in demand. We need *both* kinds of people. Let us equally attend to all occupational aspirants. Without freedom we have little information. Young people need more information about things like apprenticeships, home studies, cooperative placements, work studies, and Specialty-Oriented Student types of information. With this information they can make their career planning a little more appropriate because they can rule out, accept, expand, and establish better goals.

INSTRUCTION

I think we in education have what I call our own "ITT scandal." "ITT" for me stands for *instruction, testing, and tradition.* In instruction we still use the group approach. I think we have to become much more individualized in our approach to students. Instruction only takes place when there is learning. Yet all the learning occurs in an individual. If he/she hasn't learned, there is no instruction. I think we have to realize and recognize the fact that there are lots of instructors in the world, and they don't all exist in educational institutions. Maybe we should do more things like the Wilmington, Delaware schools have done: they were trying to make it a requirement for graduation that everyone must earn some credit in a vocational activity—either a formal in-school program or a service commitment of time and effort to the community, hospitals, old-age homes, etc.—where they would practice some vocational skill and learn about the world of work.

TESTING

The second element of ITT is testing, the "what-if" kinds of things that Ms. Harris mentioned. There are many kinds of testing. The Specialty-Oriented Student research program is testing, testing about exploring opportunities that might be appropriate for that individual. He/she is testing himself/herself in a situation, deciding if a particular trade, technical, or business area—and more particularly, a special school—is appropriate for him/her. That situation represents a type of testing that is testing as much as finding out how well one does on the ACT. I think CVIS and ECES are testing programs, too, because students can project themselves into different occupational environments—machine-managed, of course—but into different environments where they can determine if they are appropriate.

TRADITION

Finally, I think tradition holds us back. I don't think we have to debate that point; it is encyclopedic. It takes about 25 years for any worthwhile, innovative activity that is identified to be established in the schools of this nation. I don't think we can afford 25-year lags anymore.

In summary, I think we can get some of the static out of the messages that we are receiving and better utilize some of the other kinds of training and career-setting styles of educational opportunities that are available to us in serving students. I think that our job in education, in addition to providing people with their first formal educational experiences, is to help them develop their own *capacities* for directing their continuing self-education, using a variety of forms. *We* only have these people for certain periods of time. We must prepare them to use all subsequent time wisely.

COMMENTARY

Johnnie B. Watson

In all too many instances, and I'm referring specifically to the guidance establishment as we know it, guidance people have not taken a how-to-do-it approach. Because of our initial guidance training, many of us didn't feel we should take a how-to-do-it approach. We feared that we might end up telling students what to do. I think that we must realize that we cannot have infinite options under traditional setups in this area. I feel that it is extremely difficult for guidance counselors to be effective as one-to-one counselors when we have excessive counselor-counselee ratios existing. I don't think counselors have an option in this regard. I think that they must work with groups of students, as was stated, to expose them to as many options as possible. As in all too many instances, I come from a situation where we have counselor-counselee ratios of 1:500+ in the secondary schools, so here we have to think in terms of more than the one-to-one situation.

we cannot have
infinite options
under traditional setups.

Students are indeed looking for a role and not a goal. This means to me that we must do things to reinforce the selections that the students make. We must open up all kinds of options for the students. We must provide them with varied experiences.

INVOLVE BUSINESS COMMUNITY MORE

How can we manage these options? Very briefly, we can get rid of some of our traditional approaches. We must include all segments of the community—the parents, the entire school setting—in the implementation of the students' stated goals. We must involve the business community. We have, to some degree in many areas, but we must involve them just a bit more. The business community must be willing to permit students to come in and watch people operating in the students' stated areas of interest. Students who are willing to explore must be rewarded for doing so in some way. We must remember that today's youth did not create the affluent society. We created that society for them. So it's not the question of whether we are going to have options. We *must* have options.

I like to think of career guidance as the process of helping students make sound career choices by providing them with information about realistic career choices. All too often counselors aid students in making unrealistic career choices. I think that we are being hypocritical, we are being untruthful, when as a counselor we permit a student who is a senior (I have observed this happening in my 3 years as supervisor of guidance) to come in with an ACT score of 9 and to repeat the required course in General Science while pursuing information about a medical career. I don't feel that the counselor should stop that student from seeking this information, but I indeed feel that the counselor should provide the student with more realistic career information.

counselors [sometimes] aid students in making unrealistic career choices.

COUNSELORS NEED BETTER PREPARATION

The other point I want to make is that I agree that counselors are not prepared, as was stated, to do career guidance. I question the desirability on the part of many counselors to really *want* to function in this regard. Many states require only one course in occupational information, and this course leaves much to be desired. My course in occupational information put me to sleep. My criticism here would be aimed at state departments of education as well as counselor educators who help to establish certification requirements. I feel that many of the counselor educators have not prepared themselves adequately in this area. In regard to decision making, I would recommend an atmosphere whereby students can make any decision that the students want to make as long as these decisions are within some legal framework.

My course in occupational information put me to sleep.

DISCUSSION

JoAnn Harris: I think Thelma made three points. The *first* was in regard to my hypothetical system where I was going to include information about the self.

The computer system does store a comprehensive record of objective data about the student, and we are currently in the process of developing a computer program which allows the student to look at his or her own record—including test scores, grades, interest inventories, etc.—and have those items interpreted in relation to different kinds of populations, and so forth. That's fine for the interpretation of objective data, but certainly not enough. I think you would agree with me that, although knowing your IQ, your scores on tests, your interests, and your goals, you still don't know yourself. I'm proposing that the deeper knowing of self comes from interaction with the counselor either in group counseling sessions and/or in individual interviewing. We really get to know ourselves as we experience ourselves in interaction with other people, and I'm certainly not attempting to make a computer take that kind of role. The data about self must be a shared function of counselor and computer.

The data about self must be a shared function of counselor and computer.

The *second* item Thelma mentioned was in regard to the simulation of decision making. Any time we develop anything, we run the risk of not adequately covering all the different kinds of things that students can do or all the unique characteristics of individuals. But in developing the kind of simulation experience I was talking about, the best we can do is to use the real life career patterns of people. For example, from Super's career pattern study you could use the lives of real people to show students examples of typical career patterns. Obviously we cannot simulate every possible career pattern, and great care needs to be taken in a computer system that you don't lead students to believe that you have all the answers. I can conceive of my system as an exploratory system. The roughest kind of comment which a student currently gets in the computer system—and this is if a student is in the bottom quartile and looking at occupations which require training at the doctoral level—is, "Your choice puzzles me somewhat. I have compared your present choices with information from your record about grades and testing and the two don't seem to match. What would you like to do about it?" And the next frame says, "I'd like to sign off and see my counselor, I'd like to continue the path I was on, or I'd like to recycle and make different decisions." That's the roughest kind of comment that the kid gets out of my system, and I think great care needs to be taken that we don't lead students to believe that you can't defy the probability statistics.

The *third* point Thelma made was in regard to vocational maturity measures. All I can say is that I have confidence in the people who are developing them. They are doing their best to make them accurate pieces of measurement. I've just finished having experience with Super's career development inventory while completing my dissertation. In the process of that I used Super's instrument of pre- and post-test with about 130 students. It was obvious that, based on his instruments, you can tell there is a lot of difference in vocational maturity between students who score somewhere between the first and the 25th percentile, and those who score between the 75th and the 99th percentile. In a way, that may be crude. I know that one group needs different kinds of experiences than the other in order to forward their vocational maturity; and if the instruments do no more than that, they have provided us with a valuable service. I also can tell you that as a result of using a computer system, there are very statistically significant increases in vocational maturity. If nothing else, at least it helped me know that. So I think they have their place like all other testing instruments, if used wisely and in connection with a lot of other data.

A computer system
[can bring about]
statistically significant increases
in vocational maturity.

Phillip E. Jones, Director, Special Support Services, The University of Iowa: I see a problem here because it seems to me that everybody seems to think that the counselor is doing a good job—and that the guidance department is also. I've met very few counselors who knew a damn thing about jobs. They came out of college, went into teaching, and then became counselors. I was in management doing the hiring and firing for 10 years and we used to cry, "What's with the counselors?" The kids we could really use had something wrong with them—they talked in class or something like that, and they couldn't get out. However, I don't want to dwell on that. My point is simply this: with this basic assumption that all is well in the guidance department, we then turn around and say, let's change the requirements for students. Let's make the student pick something else before he or she graduates. Let's have the student make an irrevocable decision at the age of 11 or 12 about vocational education. Or we go on a little further and say our guidance personnel can't take 500 students on a one-to-one basis. We don't have the time. What I'm trying to get at is this: we seem to have a faulty system of guidance. Still, I have yet to hear any of the testing companies or anybody say let's test the guidance department.

Now everybody starts with the premise that there's something wrong with the student. And this I can't understand. I come out of an area within the heart of Chicago where the chick that comes in to see us may be pregnant. You may read her Board scores and they say 500 verbal, 500 math, but they don't say that she has an insane mother at home and she's

[Test scores] don't say
that she has
an insane mother at home
and she's pregnant.

pregnant. She needs somebody to listen to her and tell her what to do out there in the street; how to get that baby taken care of first so that she can go on to college. Guidance counselors that we come in contact with take these kids out of school and send them over to a special school—and stigmatize them. So what I'm simply saying is this: all of these things you spoke about, all of this information and everything, what good does it do to have it if you don't have time to listen to the student, hear what's on his mind, and then give it to him on a one-to-one basis? What good does it do to come up with computers and all these things when you admit that there's something faulty in the guidance department?

For the past 2 days I haven't heard anybody say anything about correcting the guidance department. Instead of giving the kid the ACT, the SAT, the National Merit, etc., let's suppose we propose to test the guidance department. We test them on the number of kids they see. We test them on the hours they are in. We test them on the number of parents they talk to. We test them on the amount of night sessions they have, on how well they counsel the kids, on the interests of the guidance counselors, and things like that. There's a long list of things. I think that if we could straighten out the guidance departments first, we could then move toward the student. I hear too much about an ACT Composite of 9, an ACT Composite of 10. I wish all of you could go to the University of Wisconsin at Stevens Point with me Sunday. I have a girl with an ACT Composite of 9 who's graduating—who was told when I brought her on the campus these same damn things that I'm hearing here: that she should be moved into some occupational thing.

suppose we propose
to test
the guidance department.

So what I am simply trying to suggest to you is that the kids, the young people in the schools, are suffering for the sins and mistakes of you old people. You are the ones who are making the mistakes and they are the ones who are paying for them. Let's quit trying to remake them and start remaking these guidance departments, and then we will begin to move in a positive direction.

Ms. Harris: This "old" person would like to respond. First of all, I think I said early in my speech that I was talking about a mythical guidance program. And I think I also said that I would be the first to admit that counselors neither have their hearts in career guidance nor have nearly adequate training. I agree with you on that and I'm going to try to help correct it. This summer I'm going to teach in counselor education and I will teach occupational information. The second response I have is in regard to the counselor's time to deal with the students. Some studies—I'm speaking particularly of Palo Alto where they did a study on what counselors do—have shown that counselors spend 70% of their time doing that first box of data. So what I'm proposing is not that we replace the counselor with a cathode ray terminal, but rather that we give information-giving functions which can better be done by a computer, *to that computer,* so that the counselor *does have time* to do precisely the kind of thing you were talking about in dealing directly, personally with the student. I'm all for it. I just don't think he needs to do what the computer can do so much better—what he's currently doing such a lousy job of.

From the floor (unidentified): I just want to add one thing to what the gentleman said over here that was directed particularly to some of Ms. Daley's remarks. She mentioned that there weren't enough counselors to go around. I first studied vocational guidance in 1933, and at that time I encountered a book by a professor at Harvard called *Education as Guidance*. I don't know what happened to that concept, but it seems to me that until we stop training teachers to be disseminators of subject matter in general, not only vocational information, and start training all teachers to be the kind of people who will interact with youngsters and help them develop their maturity, both vocational and other kinds, we're just wasting our time.

Charles T. Davis, Professor, English and Chairman of Afro-American Studies, The University of Iowa: The theme I'd like to associate myself with is that of developing some of Ms. Daley's remarks in perhaps a slightly different direction. The concern many of us have about youngsters, their careers and vocational guidance, is that the problems involved arise at a time when emphasis is still on education as a way to maturity and a way to complete involvement in the proof of the culture. And we react with some skepticism to the remark Vice-President Agnew made: "If we cannot stem the tide at the floodgates of our 4-year institutions, let us develop alternatives, let us develop extensions of the 12th grade in 2-year institutions which we will call junior and community colleges. Let us, indeed, shift these people away from our institutions whose standards we must preserve," etc. Adding to this the emphasis on vocations and on careers we seem to get a statement aimed at all who have been deprived of the opportunity to participate in higher education: Let us not respond to you with higher education; let's get you to work right quick; let's get you on a job. I personally, in terms of my own children, am not interested in careers for them. I'm not interested in jobs for them. I'm interested in an educational setting where they can learn and develop to full maturity before they're required to face the work world. I don't mind their having part-time jobs. I don't mind their working. But I do not want either *work* or *career* to be the emphasis to which my kids are treated, and I think most people from minorities respond to that emphasis rather than to the healthy emphasis of teaching people about decisions and teaching them what the work world is.

> *. . . I do not want either* **work** *or* **career** *to be the emphasis to which my kids are treated.*

From the floor (unidentified): I would like to direct a couple of questions to the model concept that JoAnn pointed out. It seems to me that there are a couple of potential problem areas in it that may or may not have been investigated. Reference was made at one point to objective data. As I understand the operation of computers, they give you back what you give them. It seems to me that in bringing in this technology to restore to the counselor that 70% of his or her time—the information sharing time—that we're not necessarily improving the quality of counseling, since the data going into the computer are still somewhat colored by objective things that have gone on before. For example, does a D in a given course really mean that the kid doesn't have the ability and should be given counseling on that basis? Maybe that particular class stifles his or her work. We've been talking about counseling, but we can just as well talk about the instructional component here, too. The instructional component may have failed miserably, which means, in turn, that the data now being generated—that are supposed to be the basis of counseling and that are now in that computer that is going to replace the counselor—will not improve the quality of counseling. It simply introduces technology and makes what is happening now, happen more efficiently, I think. And that causes some concern.

My other concern has to do with the value of predicting. The value really concerns me because value to me, and perhaps to you, goes into culture, and we are multicultural. I wonder if we can glibly talk about a value system as though it were something uniformly applicable to all students, when it is, perhaps, something that is really more complex than it might appear to be.

A [computer] system is no better than its designer . . .

Ms. Harris: A system is no better than its designer and no better than the data that the designer uses in the system. If the designer wishes to misuse data, he or she can. If the designer is competent enough to realize that data cannot be used to put square pegs in square holes, the system can be good. I don't think our system does the kind of thing you are worried about: where, because of one grade or something, a student might be steered in some direction that isn't right for him or her. Our system is an exploratory one, not a predictive one or a matching one really. So all I can say to you is that it depends on how the designer designs it. You can make it very poor or you can make it very good. It isn't the application of the computer that makes it that way, it's the quality of the design.

Concerning the second question raised, about the multicultural implications to the personal value system, I didn't mean to imply at all that there is only one value system. What I meant to imply was that the student needs to identify his or her own value system, whatever it is, but which obviously grows to a large degree out of the subculture in which he or she moves. But he or she needs to understand his or her own value system, which may be very different from mine or others.

STUDENT DECISION MAKING: WHEN AND HOW

Henry Borow

In many of its educational practices, America has lived by conventional wisdom and untested premises. How is it that a nation that has prided itself on its pragmatism, that has led the world in the application of the human sciences to human problems, that has sent a far larger proportion of its youth on for higher education than any other people in history, now finds that it is so uncertain about who should go to what college and toward what ends; so unsure about what mix of students may be best for the particular college and its matriculants; so questioning of its admissions rituals and curriculum precepts? Agonizing reappraisal is, of course, hardly a novelty in American education. But the crescendo of cant and criticism we are now witnessing seems to me to be more precipitous, more strident than in the past. Perhaps the crisis one is living through always seems at that moment to be the genuine one. Still, we all understand that the insistent challenge now put to our schools and colleges is, somehow, qualitatively different and that it cannot be dismissed so simply.

TRADITIONAL EDUCATION SYSTEM CHALLENGED

Demands for accountability in education seem a reflection of the anguished and sullen temper that afflicts a nation which has discovered it is no longer so certain of its collective values or of its direction.

If our educational machine is so splendid, how do we explain soaring crime rates, alcohol and drug addiction of epidemic proportions; confrontations between social reform acitivists and law enforcement agents; racial strife; electronic surveillance of the lives of private citizens on a massive scale; a worsening balance of trade in relation to other countries with traditionally much more modest per capita gross national product; a mindless, seemingly endless war which has polarized the nation as nothing else since the Civil War; and, to several million citizens, what seems to be the most vexing and frustrating personal problem of all, the specter of unemployment.

Underscoring this dissonant theme is the obbligato of educational bigness. In June 1971, our 4-year colleges and universities presented to an economy that was not precisely waiting with bated breath a multitude of newly processed graduates totaling well over 800,000. That number was not far below the country's entire college-going population in 1945. Blue collar families, others whose children are not college bound, and more than a few state legislators have been raising some hard questions. Can we afford to subsidize on so grandiose a scale a higher education system that rockets in cost year by year and competes for dollars with faltering programs of urban renewal, welfare, housing, and health? Is the nation's return on the hard-cash investment in higher education worth it? In occupational terms, are we on a runaway course of becoming a ridiculously overtrained nation?

Are we on a runaway course of becoming a ridiculously overtrained nation?

Our overall college enrollments rise stubbornly each year. The rate of increase may be slowing but the total numbers of students increase. To some, more alarming still is the headlong rush for graduate school. The meticulously detailed study recently reported by Astin and Panos (1969), and involving about 36,000 students in 246 institutions of higher learning, discloses that nearly three-fourths of the total sample indicated plans to obtain graduate degrees. Of these, more than a fourth hoped to reach the doctoral level. The 3,000 or so annual PhD degrees which marked the immediate post-World War II period grew threefold by 1957 and tenfold by 1971. If the current rate of growth continues, we can project an outsized crop of about 60,000 doctorates per annum at the close of the decade of the 1970s. What is the labor market to do with them? What indeed! While some employers may have their own reasons for establishing tall educational barriers against entrance into jobs requiring moderate skills, the hard fact is that 80% of the jobs in the national economy today can be handled satisfactorily by applicants with high school diplomas.

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COLLEGE EDUCATION STILL THE IDEAL OF MANY

Does this gloomy vista presage a sharp turndown in college enrollments? Past experience teaches us that human plans and decisions do not abide by simple economic laws. The Great Depression of the 1930s saw many American families with a history of noncollege attendance meeting the challenge of unemployment and uncommitted time by borrowing against the future and sending their children off to college. During the stupendous business and industrial boom just after World War II, other families did exactly the same thing. For the upper class, higher education has been the conservator of positions of power and of social and intellectual advantage. For the middle and lower-middle classes, higher education has been seen and used as democracy's principal vehicle for upward socioeconomic mobility. Increasingly today, the economically and culturally disadvantaged are viewing it in a similar light.

Thus, despite the disenchantment I alluded to earlier, we have in general an abiding trust in the power of education to solve our individual social and economic problems. This may be as much an article of faith as a clearly demonstrated virtue, but there it is. Since my predictions here are not likely to be long remembered, it is safe to make one. I am reasonably sure that parents, taxpayers, social critics, and legislators will complain about our college-going mania, and all of them will continue to send their sons and daughters on to the colleges and universities of the land in increasing numbers. Some of the boys and girls themselves will surely voice doubts about the wisdom of going on after high school. Many will point to the dismal track record of recent baccalaureate recipients, but they, too, will go on to college.

America has had a sordid love affair with the motor car. We have polluted the air, built broad bands of adhesive tape across the scarred face of the countryside, piled high the too visible and corroding car corpses on our macabre roadside graveyards, and, since 1900, have slain more victims by far with the weapon we call the automobile than in all battles combined dating back to the French and Indian Wars. But the ardent romance endures. Did Cleopatra insist to Anthony that love be rational and morally directed? It is in some ways a wicked comparison, i know, but the country's obsessive fascination with the idealized glories of college, as with those of the car, may now carry a post-due price for which we are having to mortgage some of our other national assets and priorities. And there *are* prices for lavish decisions. The bitter disillusionment of many of our recent graduates in the aerospace sciences and in teacher education programs attests to that. Other countries, Ceylon and the Philippines, for example, have extended wholesale, perhaps indiscriminate, training opportunities at the college level without proper articulation with the requirements of the economy and the need for selected types of trained workers. By doing so, they have, within the context of education, validated Gresham's Law.

There are *prices for lavish decisions.*

But, as I say, the demand for college is likely to persist, and at a high level. What deceleration in expansion rates we may encounter over the next few years will probably be accounted for chiefly by the declining birth rates which are now beginning to affect the size of the age pool from which college matriculants are drawn. A major explanation of the continuing push for college is to be found in the growing popular belief that formal education should not end with the high school diploma. Of course, there are educational alternatives to the college experience. One example is provided by the newer vocational and technical schools which are attracting large numbers of recent high school graduates and adults. But offsetting the impressive rise of the postsecondary technical institutes is the phenomenal expansion of public, 2-year collegiate institutions, particularly the occupationally oriented community colleges. Writing in the recently published *Encyclopedia of Education*, Gleazer (1971) reports that 50 to 75 new community colleges open their doors annually.

What do we know, then, about the decision-making processes which lead young men and women to opt for college? Paradoxically, we know a great deal and we know very little. I do not mean to speak in riddles. We have mountains of data on the college plans and decisions of youth, spewed out by our computers far faster than we can interpret them. The problem in my view is that our surveys are just that: they count heads and provide neatly classified average answers to categorized questions. It is difficult to move beyond simple, descriptive information by conventional survey techniques. So many of the causal factors in the decision to seek college training are not easily identified or scrutinized by ordinary questionnaires or by the structured interview approach. Thus, much of the information we collect about the educational plans of students, and more particularly about their underlying motives, has the gloss of propriety upon it. Many of the responses which students give us, while well intentioned, may be genuflections in the direction of social expectancy. There is little systematic probing of unconscious processes. The pictures, then, that we draw of the aspirations and plans of our student subjects, while useful, are vignettes only, spare sketches of the complex human beings they caricature.

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VARIED FACTORS INFLUENCE COLLEGE-GOING ASPIRATIONS

We can make some legitimate generalizations, however, and construct some useful hypotheses. For example, we can be reasonably confident that student self-image and attitude toward college as a personal objective, while influenced by many factors, have experiential and motivational roots in early childhood. The climate of child rearing, the types of adult role models available in the home, the reward systems, the valuing or devaluing of early achieving behavior—all these and more contribute to the emergence and shaping of an ego identity which sets a general course and provides the substructure for later levels of educational and occupational aspiration. I think many would be surprised at the earliness in life at which substantial numbers of children type themselves as students or nonstudents, as valuing school or as disliking it and wanting not to give it their emotional allegiance.

Most of the large-scale studies on college plans, of course, have been performed not with younger children but, rather, with adolescent subjects. Rogoff's national survey of high school seniors (1961), carried out in the mid-1950s, showed that the social origins of students probably operated as a more significant determinant of the decision to seek college training than did scholastic ability. Of the subjects in her top social class grouping (there were five social class levels in her design) who also fell in the lowest ability group, 53% planned to go to college. However, of those in the top ability group who came from the lowest social class grouping, only 23% declared intentions to enter college. Similar findings were reported for subjects in the Milwaukee public school system by Sewell and Armer (1966).

Some illuminating results are derived from the National Opinion Research Center study by Johnstone and Rosenberg (1968). These investigators used 16-year-old subjects in Webster Grove, Missouri. If the personal goals and values revealed by students in this study are in any sense representative, they give us cause to challenge the common belief that a vast intergenerational gap exists between the educational and occupational goals of many students and those wished for them by their parents. The Webster Grove subjects, mostly middle class, took it for granted that they would be entering college. They felt strong pressure from parents to do so but, interestingly, saw their parents' aspirations as their own and stated that they would be personally disappointed if they were not accepted into college.

Studies of who goes to college generally define student social class membership in terms of parental education level, occupational status, income level, or some combination of these measures. Useful as is knowledge of socioeconomic status in predicting college attendance, it remains, nonetheless, a gross variable that should be analyzed for more generative types of information. How the parents view their own lot, for example, may be important to children's ambitions and educational intentions. Nearly 20 years ago, Kahl found that low middle-class parents who are dissatisfied with their status, however subtly they display it, may be conveying a desire for upward mobility which moves boys in the family in the direction of college-going decisions. Thus, it is not so much in the undissected socioeconomic status of the family that we find the locus of home influence on college or noncollege aspirations, as in the family's educational tradition, in the valuing of more education as a good thing, and in the pervading, although not always articulated, hopes and ambitions of the family, that is to say, in its version of the American dream.

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the American dream.

The decision to go on to college is not always made independently of awareness of a particular college or university. Knowledge of an institution, especially when favorable, may not only strengthen the college-going motive in itself, but may at the same time increase the odds that this will be the specific college of choice. It is often difficult to discern the matrix of underlying personal needs which determines the favoring of one institution over another at the time of the college decision, but a set of commonly understood criteria exist on the basis of which many students appear to make their choices. These include geographic considerations (nearness to home, metropolitan versus small town location), comparative cost factors, the academic standards of the institution, its prestige, size of enrollment, whether denominational or secular, public or private, and coeducational or like-sexed. For students with specific vocational objectives in mind, the availability of the appropriate curriculum and its reputation at the particular school are relevant factors in choice. Combinations of college characteristics like those mentioned here form the basis of guidance systems which are designed as aids in the college selection process. Examples are the College Viewdeck, and, among simple computer systems, those devised by Integrative Learning Systems and Edinet. There is at least one variable, however, which commercial distributors of guidance materials have not yet built into their systems, one which may override all others in importance. This relates to the critical question of whether one's friends are going on to college and, if so, where. Of such stuff are important life decisions sometimes made.

VOCATIONAL OBJECTIVES IMPORTANT TO STUDENTS

The N.O.R.C. Webster Grove study confirms, at least for boys, what survey after survey dating from the late 1920s has shown and what many in college humanities departments and those who draft the high-minded sections of college bulletins on philosophy and aims promptly forget. I am referring to the fact that entering students, especially males, consistently place a high premium on the vocational objectives of college training. Typically, they say that preparation for vocational life was a prime motivator in their decision to enter college, and that, further, they look to college as a means of identifying a suitable field of work, of obtaining appropriate training in that field, and of preparing themselves to obtain a better job in what they see as a competitive and highly differentiated market. Not surprisingly, then, they want an attractive and congenial job, although they may not yet be ready to name it specifically, and they see the college degree as giving them a trump card to play. Almost 90% of the Webster Grove boys and girls looked to college as a way of discovering an interesting field of work, although a substantially higher percentage of the boys (85% vs. 63%) thought of an attractive position as "a job with a really good salary." Girls were generally able to envision broader horizons of college experience, stressing desirable intellectual, social, and personal outcomes more frequently than boys.

Entering students, especially males, . . . place a high premium on the vocational objectives. . . they see the college degree as giving them a trump card to play.

While the importance of the vocational outcomes of college is emphasized by students in virtually every type of college, it is preeminent in public institutions of higher learning. McConnell and Heist's study of National Merit Scholarship students (1962) found a far higher percentage of students in private colleges naming "general education and appreciation of ideas" as college goals, as contrasted with "vocational training." In the public colleges, these two goals were reversed in importance by students, and McConnell and Heist suggested that this value posture might constitute a problem for the faculties of public institutions who wish primarily to interest students in intellectual objectives.

The tendency for students to be upwardly aspiring at the time they enter college is, for many, further strengthened by the college experience itself. The percentage of college students planning to go on for graduate degrees increases substantially after they enter college and, for most, it seems clear that the elevated aspiration is a direct result of their college experience. The upward shift in educational and vocational objectives is evidenced in several ways. In the Astin and Panos study (1969), for example, many students in teacher training programs who planned to begin teaching at the elementary and secondary levels specified as their *long-term career objectives* other fields which they perceived as higher in prestige and attractiveness than their entry choices. Almost twice as many students named teaching in higher education as the field of their anticipated long-term career employment as did those who specified college teaching jobs as their first employment.

TRANSFER-OCCUPATIONAL STUDENTS COMPARED

Some interesting insights into the outlooks and college motives of entering students are suggested by studies contrasting those enrolled in transfer-type curricular programs with those in occupational programs at 2-year public community colleges. At the University of Minnesota, we shall complete in the fall of 1972 a research project, supported by the U.S. Office of Education, on demographic and environmental variables associated with the career patterns of a national sample of nearly ten thousand such students (Borow & Hendrix, 1972; Hendrix & Borow, 1972). We used a battery of 49 variables in a multivariate analysis procedure to identify "best combinations" of predictors for a variety of short-term junior college career patterns. I want to report briefly here a few of our findings comparing entering transfer program and occupational program students.

We found that students in the transfer program reported stronger preference for a hypothetical college with an academic or intellectual emphasis. These students originated in families of somewhat higher socioeconomic status than did the occupational program students. Transfer students also considered their chances better for succeeding in a baccalaureate program and they reported slightly greater satisfaction with college. There were no appreciable differences between the two groups on work values. For both transfer and occupational program students, "way of life" and "achievement" were the two values on Super's *Work Values Inventory* which were rated most important in a job. Yet, it is not unlikely that the two groups attached different values to their college programs. Clyde Blocker, for example, reported in a 1968 study that prestige was emphasized more by students selecting transfer programs than by those enrolling in occupational programs.

As in studies elsewhere, many of the other variables in our Minnesota research produced only negligible differences between the transfer program and occupational program subsamples, and, in some respects, it became more meaningful to describe public community college students as a group. On the whole, they originated in middle-class families. The parents typically had attained a level of formal education just slightly beyond the high school diploma. Only 11% had earned a college degree. When we examined the 2-year college histories of our students, however, some additional important distinctions appeared; and it became less acceptable to speak of the undifferentiated characteristics of the population of 2-year college students. For example, in comparing students who entered occupational programs and graduated from them with students starting in and graduating from transfer programs, we found that the former valued economic return and security more highly as conditions of work, while the transfer group significantly favored a hypothetical college with an intellectual emphasis and had significantly greater confidence in their ability to succeed in a baccalaureate program. We discovered,

[Satisfaction with college] proved an accurate predictor of whether or not he later completed his program successfully.

too, that how satisfied with college a new occupational program student said he was, proved an accurate predictor of whether or not he later completed his program successfully.

As concerns the motives underlying the vocational choices of adolescents, Douvan and Adelson (1966) identify some interesting distinctions between boys and girls. In boys, achieving behavior, perhaps in the sense of expressing power, is seen as a principal masculine motive which may be linked with vocational aspirations. The themes of achievement and power also shine through in their fantasies. Like boys, the personal decisions of adolescent girls, as verbalized by them, show a serious concern with educational and occupational planning. Their fantasies, however, dwell on femininity, personal attractiveness, and social acceptance, and these are less closely tied than in boys to notions of educational and vocational success. Findings like these will likely disturb some feminine liberation leaders and remind them that there are still converts to be made.

Conclusions from research dealing with the influence of parents on the educational and vocational choices of students are conflicting. One reason, I think, is that different investigators asked their questions of students in different ways. We have already seen that the family is a powerful socializer of children's self-concepts, aspirations, values, and coping techniques. Few studies fail to show that family status and experience affect students' educational and occupational histories in at least a general way. And I remind you that studies of middle-class cultures, like that in Webster Grove, show parental influence on college-going intentions to be considerable. However, when students who have made specific curriculum choices or who have specific vocational goals are asked who influenced them in such selections, they rarely cite parents. A typical response is "My parents let me make my own decisions." In the Powell-Bloom study (1962), high school boys predictably named fathers more frequently as influencing their vocational choices; girls named mothers more often. In both instances, the percentages were extremely small. At least 40% of both boys and girls said "no one" influenced their selection of vocation.

VOCATIONAL COUNSELING FOUND WANTING

An indictment of counseling may be seen in the finding that counselors are rarely credited by students as a significant influence in their career planning. Wrenn's Commission on American Guidance study (1962) and the subsequent surveys of others have repeatedly shown that school counselors devote more time to helping students with locating college information and with program advising than with problems in career development and planning. One of our master's degree students at Minnesota conducted a small study in a suburban high school which showed that school counselors ranked students' concerns about vocational choice and planning much lower in importance than did the students themselves. The reasons for counselor inadequacy in matters of career guidance are complex, but it seems clear that the vocational components of counselor education programs are to be found wanting.

Despite the staggering dollar amounts, the anxieties, and the enormous energies that are invested in the college decision, it may not be unreasonably severe to charge that too many young people make their choices on the basis of misinformation, insufficient information, irrelevant information, or even proper information improperly evaluated. The decision to go to college, and to go to one in particular, is often a case of emotional short-circuiting in which the student "explanation" is a rationalization after the fact. The claim that most such decisions seem, after all, to turn out pretty well provides cold comfort when weighed against substantial rates of college dropouts and institutional transfers, widespread curricular indecision, and uncertainty on the part of numerous graduates who enter an economic world which is not very sure how it can engage their talents. There are no easy solutions. There are only the twin hopes that society will reexamine both the myths and missions of college in an economy that now questions them both, and that, in our counseling and advising, we may lead students to know what is relevant and what is possible toward the end that they may make personally and socially responsible commitments to their own futures.

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COMMENTARY

Jerry J. Gerich

I suppose my remarks might be referred to as coming from a pedestrian in the trenches since I've worked with high school boys and girls for 30 years. I'm not as concerned with this business of decision making as I am with the participation and involvement end of the thing. I think that if you get quality involvement and participation, then the decisions tend to take care of themselves.

One finds that high school students do want to participate and they do want to be involved in every facet of the school's program. Some of them, of course, are very impatient with the faculty and the administration for putting things off. They resent the slowness with which our operation is characterized in trying to get them into the operation. They want action now. Young people want to take part in problem solving; they don't want to sit on the sidelines as observers. Students want to contribute, to be a part of the sharing, the delegating, the negotiating, the confronting—the responsibilities that we find as part of today's school setting. They really want to feel that they're a part of the total scene and count for something. I think it behooves those of us who work with young people (primarily 14- to 17-year-olds) to provide a setting, a climate, which permits them to participate and become involved in such a way that we might be somewhat supportive to the collaborative experiences they are constantly seeking. I consider myself a "traditionalist" because I do believe in boundary lines and restraints; however, I do believe in young people. I've worked with them for a long time, and I think they have much to offer.

IDEAS FOR STUDENT INVOLVEMENT

I'm going to suggest some ideas which I think faculty and administration should promote and develop to facilitate student involvement and participation in the total life of a secondary school. (1) I think the student should have the right to live under the principle of rule by law. This doesn't happen in many high schools. Students should have the right to make mistakes; but they don't have the right to endanger other peoples' lives or property, and they don't have the right to disrupt the learning situation for others in the school community. (2) They should have the right to participate in policy development and decision making relative to their instructional program. (3) They should have the right to participate in the development of administrative policies and procedures which concern and affect them. (4) They should have the right to organize, to appoint, to elect their own committees and their own work groups of all types, and to select their own leaders.

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I would say that within such a frame of reference, student participation and involvement can take place in many different ways. Many of the vehicles that I am going to mention are quite conventional and traditional. I think that in recent years we have become a little more constructive at the faculty and administrative end in providing different vehicles for their expression and their participation.

I would say one of the greatest advances I have observed is the process of establishing ground rules which help to unhook faculty and administration from students. I know early in my career I had the general idea that the student council should never meet without an administrator or faculty member being present. I've found that if you work out a different set of ground rules where faculty and administrators are *invited* into student councils, you operate on an entirely different level.

Now there are a great many vehicles for involving students in the total program of a secondary school. Of course you have to have a Board of Education that has the right attitudes and promotes the widest kind of participation of students, parents, and professionals. Fortunately, this exists in the community where I operate.

COMMUNITY PARTICIPATION IN POLICYMAKING

Let me give you an example of participation that I think was very effective. It involved students, parents, and professionals over the past 5 years. The rather interesting result was that all of the proposals or the position papers that came out of this work eventually emerged as board policies in our community.

One position paper concerned student rights. It pointed out that administrators and teachers also have rights and duties. However, the students, the parents, and the professionals addressed themselves to such things as student organizations, distribution of student-printed materials, student discipline, due process, elections, curriculum, conducting student-initiated polls, right to petition, personal appearance, assemblies, teaching and expression, the use of school facilities, school assemblies, search of lockers and personal property, corporal punishment, and items of that nature.

Another position paper which became policy in 1970 as a result of board action concerned itself with student discipline and all of the ramifications of that very broad area. Others examined standards of behavior for the student body, student organizations, student-printed materials, and the policy on the approval of extra-school activities, which refers to the many demands that are made upon a public school from outside groups of various kinds to promote their various activities which have "educational significance."

SCHOOL ADVISORY COUNCIL

Some other areas where we can facilitate student participation and involvement involve very conventional things. I think the important notion is how you go about doing these things. I had mentioned the school council, of course, which is central in any school situation because it is a broadly representative group. It cuts across the entire diversity of a secondary school because it is made up of representatives from all of the advisories or homerooms. In our particular school it is a group of 90 regularly elected people from 90 different advisories and about 50 people elected at large. That represents a tremendous amount of participation on the part of students when you consider that from this group you also reach out into the total life of the school with various kinds of standing committees and other ad hoc committees that have specific tasks and then are disbanded. Then you add to that class councils, which many high schools have developed in recent years. Most of the classes in large high schools will run anywhere from 600 to 800 so that on the average you will have 25 advisories in any class group, which means 25 representatives plus the officers of that class. These people are primarily concerned with the activities of a particular class. The elected students from these groups then create an executive committee, providing representation of all of the elected leadership of the school. If you program these people so that they can meet during the day to carry on their business, I think you get an entirely different kind of attitude and focus about participation and involvement of students in various programs in the school.

STUDENT ACTIVITIES COUNCIL

Another activity which lends itself to participation experiences in the areas of planning, communicating, funding, and management is the student activities council. Most large high schools will have anywhere from 75 to 125 different kinds of activities going on beyond the classroom and if you bring representatives from this large group together you're getting a tremendous amount of involvement, input, and feedback as to what goes on and what should go on. Many different kinds of groups in the school get an opportunity to ventilate their feelings.

. . . an opportunity to ventilate their feelings.

There are many other kinds of groups in which youngsters can participate with faculty and with parents. How many high schools and colleges have a varsity athletic board? An intramural council? Student exchange committees (handling what we call domestic and foreign affairs)? These committees in recent years have had a kind of a multiracial, multicultural thrust. Why not set up a publications council? In a typical high school you have many different kinds of publications and, of course, all the problems that go with this; so a publications council can serve as a watchdog. It's also an opportunity to get feedback from the rest of the student body and an opportunity to help individuals and groups to get a hearing through the printed page. There are other things such as student handbook committees and cafeteria committees.

VOLUNTEER PROGRAM COUNCIL

We happen to have a volunteer program council in our high school of 2,500 students; over 450 of them are involved in volunteer programs of all kinds. In fact, the program is so extensive that we are employing a full-time parent aide to do the coordinating work now. I think this activity helps to give young people various kinds of experiences and the values that come from those experiences. These students are doing a lot of teaching in elementary schools, serving in hospitals, reading to shut-ins, tutoring in the inner-city, doing all kinds of things like this that are very valuable to the people whom they serve, but I think of even greater value really to the young people who are doing this.

We handle a lot of money in our secondary schools through our various activities and there's always a place for what I call a finance committee. One was established in our school to process and handle requests for fund-raising activities, and then it moved on to a broader basis to oversee the expenditures of the school council and all other organizations in the school.

There are a couple of other areas that I think are significant. We've had some very interesting experiences with a school-wide curriculum advisory council made up of 25 students, 5 from each class, who work with the assistant principal in charge of the instructional program. They meet on a monthly basis, and they also meet with a parent advisory curriculum council every second month. In addition to that we have student advisory committees that work with every one of our 13 departments. They meet monthly with the department chairman or the total department.

Some interesting things have emerged from this kind of a relationship. One result is a new way of registering students after they have gone through the educational and career planning process. We have switched completely to a college type of registration where the youngster himself is the computer. He/she puts himself/herself into a master schedule by selecting the teachers that he/she wants. This was quite threatening in the beginning to teachers, but it has worked out very well after a considerable amount of involvement. I think some of our cooperative work experience programs have stemmed from this kind of a relationship with the faculty.

. . . the youngster himself
is the computer.

I also have worked for about 15 years with what I call a principal's advisory committee. It is made up of 25 people, including 5 from each class, who are appointed by the school council. The only requirement is that they have some interest and that they are not elected officials in the school. We operate without an agenda and we do not keep any minutes, so it's a free-wheeling group.

SUMMARY

I will conclude by saying that students want to be involved, and their involvement helps produce a better setting for learning, at least according to my experience. I think it promotes student-faculty-administration teamwork, it minimizes major confrontations and disruptions, relieves tensions in a large school, and gives young people many different opportunities to interact with adults about all kinds of things. These young people are becoming more sensitive and rational problem solvers in very realistic ways. Involving young people takes much time, but it's time that is well invested.

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COMMENTARY

Phillip E. Jones

As I listened to Dr. Borow's remarks regarding accountability and decision making, the thought passed through my mind that somebody has an awful lot of dues to pay. If we talk about decision making with reference to college and career choice, one group of folks who have a lot of accountability are counselors. Yes, poor counselors. And that's usually the case, they're poor. One of the most important factors in decision making for young people, we found, is information. If they don't have the information, they are not really free to make choices. Freedom of choice is always limited to the confines that we have with regard to the data.

The accountability to state legislatures and to other agencies that are saying "Are we over-producing degree candidates?" reminds me of something that we in Educational Opportunities Programs (EOP) seem to feel very much. Every time we learn the rules, you change the game. When we start talking about a shortage of teachers in one area and an overpopulation of teachers in another area, we're faced with some very difficult kinds

Every time we
learn the rules,
you change the game.

of choices to help young people make. I submit that most of the accountability is to the students by the counselors rather than to the legislature, etc., because most of the counseling settings and personnel don't have, or don't take, time to interpret information properly.

HOME LEARNING CRUCIAL

It has been mentioned that the college education is transferable into a career situation or into a work situation. A young person *also* brings learning from the home situation into the university or college. Therefore, the person can't be "culturally disadvantaged." I think that home learning is one of the most crucial aspects in beginning to deal with when and how to make the choice with regard to where one goes to college and what career one chooses. We believe that no matter how you cut it, students have to make choices. No choice is a choice. A person cannot be free unless there are some boundaries. That sounds rather weird. Well, if a person does not have all the information with regard to six different kinds of pie for dessert, he only knows about one kind of pie; if I'm supposed to be the consultant for choosing pies, and I can't tell him about the other five pies, then he only has one choice. If I can give the person enough information about each of the different pies to make a choice, then it's his or her problem, because he or she has to make a choice, but still he or she is coerced no matter how you cut it. I contend that the system is *voluntary coercion.* If you make a decision you have to be able to deal with it and with the rewards and/or consequences associated with it.

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. . . the system
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I feel that the responsibility of the consultant or counselor is to be able to provide sufficient data for the person to make the choice, knowing what the consequences will be as well as the choices.

I don't necessarily agree with some of the things that Mr. Gerich has pointed out with regard to activities in high schools. One of his last comments was that these activities aid young people in making rational decisions. It seems to me that even though there are an awful lot of activities that a school is running for students in terms of making a decision about what he or she is going to do with his or her life next year, I doubt very seriously if the activities are going to help the student an awful lot.

If the counselor is charged with the part of "role model" and the agony of living through a choice, then he or she had better start doing it with the kids.

That's something that's painfully realistic to folks working in EOP. If you don't tell kids the truth, you'll know it. You'll know it because if they don't take over the joint, they're going to call you a whole bunch of dirty names. It is a very serious responsibility to construct situations that do not tell folks what to do, but rather, are such that the student knows when he or she makes a choice or decision, the way in which he or she goes about making that decision is going to affect how he or she will have to live with it afterwards.

. . . take a kid who likes to sleep and come up with a career choice that will fit . . .

The choices with regard to careers and college, particularly for students from different economic backgrounds, are increasingly difficult because we have to go out and find what an oceanographer does and try in some way to relate that in realistic terms. We have to begin to deal with what kinds of things a person does in his or her life experience that are transferable. I contend that you can take a kid who likes to sleep and come up with a career choice that will fit that situation. Now, if you're not doing that, you're not handling the situation. So if we're talking about when and how, all the other data that have been presented aren't worth much if all we can do is parrot them to the kids with regard to why these people chose that school and what this particular profession means. We're not living through the process. If freedom of choice also means freedom for responsibility, then we've got to try and convey that in the decision-making process.

COMMENTARY

Dale J. Prediger

I share the concern about the importance of information in career decision making, and I want to focus briefly on a side issue—the role of tests in the career decision-making process. This issue will be a natural for me anyway, being a representative of a testing organization.

Tests *do* provide information after all, the kind of information that can be useful in vocational and educational planning. However, tests have been under fire for a long time and for a number of reasons. Typically that fire has come from outside the guidance profession, but more recently it has come from within our own camp. Leo Goldman's "Test and Counseling: The Marriage that Failed" illustrates my point.

TESTING CONFUSED WITH SQUARE PEG APPROACH

The major object of the criticism is the use of tests in matching a person with the "right job" or the "right college." This is often called the square peg/square hole, or test-'em and tell-'em approach to career guidance. In extreme applications of this approach, tests supposedly provide the vital information needed for career decision making, and once Johnny finds his ideal occupation, he lives happily ever after.

Well, we've known for some time that career guidance isn't that easy and tests aren't that good. And that, of course, is what the criticism has been all about. Unfortunately, however, the critics have somehow confused testing with the square peg approach to career guidance. The two have become almost synonymous in some of the literature one reads. The fact is that I don't know of any professional in the area of testing who is *advocating* the use of tests in the square peg/square hole manner. Tests are still being used in the square peg manner mainly, I believe, because positive alternatives have not been developed and articulated.

ROLE OF TESTS THREEFOLD

What we need is a new rationale for the use of tests in career guidance, a reassessment of the role of tests and other kinds of information in career planning and decision making. When it is accomplished I think that we will find that the role of tests in career choice is threefold: *First,* to stimulate, broaden, and provide focus to educational and vocational exploration; *second,* to stimulate exploration of self in relation to career choices; and *third,* to provide the "what-if" kinds of information needed by students in choosing among various courses of action. I am not saying that tests or other kinds of information should be used to find the right slot for Johnny or to help him determine what to do. However, they might get him started in exploring for himself the courses of action he might take.

[tests] might get him started in exploring for himself . . .

This threefold role of tests that I'm proposing can best be performed in the context of a developmental career guidance program. I firmly believe that test results, in order to really make a difference in a student's career development and decision making, must be imbedded in an ongoing, articulated, developmental guidance program—a kindergarten through grade 12 or 14 program. We just can't expect a test score profile alone to do much for kids, no matter how well it is interpreted. Information, after all, is a necessary but not a sufficient condition for wise decision making.

Testing and test interpretation in the past has more or less been a hothouse experience devoid of any contact, or at least much contact, with life in the real world. If tests are to make a substantial contribution to career planning and decision making, and I'm certain they can, it will only happen when their use is intergrated into an active, ongoing, developmental career guidance program. The one-shot, square peg approach to career guidance is, frankly, shot full of square holes.

[the] square peg approach
. . . is, frankly, shot full
of square holes.

AMERICAN EDUCATION AND AN OPEN SOCIETY: "SO MANY DEEDS CRY OUT TO BE DONE!"

A. Leon Higginbotham, Jr.

During recent months, we have seen our President fly 9,000 miles to Peking to meet with Premier Chou En Lai and Chairman Mao Tse Tung. With all of the miracles of satellite television, we witnessed first-hand an epic of one man, who was white, shaking hands with another man whose complexion was yellow. By this handshake, they were attempting to build a new bridge of greater understanding, improved relations and mutual respect for the dignity of each one's constituents. They were attempting to wipe away the past decades of animosity and to create a new era of trust and cooperation. In his eloquent toast, President Nixon said: "Chairman Mao has written: 'So many deeds cry out to be done . . . Seize the day. Seize the hour.' This is the hour. This is the day for our two peoples to rise to the heights of greatness which can build a new and better world."

"This is the hour."

Yet, when the President's trip was still in the headlines, we found at home intensified debates over racial integration. Some men, whose notoriety was based on standing in school house doors shouting "segregation forever," have received increased national attention and acclaim. Witnessing continued polarization at home, we sense anxiety among both persons of evil intentions and those with past records of credible goodwill. This crescendo of events at home has taken place with increased diatribes against our educational and legal systems.

TODAY'S DEEDS ARE TOMORROW'S HISTORY

Some now claim that an open society in America where blacks and whites can live with dignity and integration will never be possible. Some attribute today's despair to the legal and educational systems. Many assert that the rule of law has failed because the legal system has served fundmentally to perpetuate the status quo and with it racial injustice. In short, the present legal order is indicted for being the tool of the powerful, used to make progress occur at the slowest possible pace and to defeat the legitimate claims of the weak and poor and particularly the black to a fair share of opportunities in this affluent society. Against this background of tensions, anxieties, hatred, political opportunists, and confusion, is there any value in trying to put the problems of racism, integration, and the legal system in a historic perspective which goes beyond the last 2 weeks, or the last 2 years, or the last 2 decades?

present legal order
is indicted.

If American education is going to play a responsible role in creating an open society, shouldn't we paraphrase President Nixon's toast in China and apply the concept to black and white anxieties at home? Should we learn how in the race relations field this nation "failed so long to do the deeds which cried out to be done?" Will we be able to now rationally "seize the day," "seize the hour" to move from today's tragic polarization to viable solutions with substantial impact? As he urged for China, can we also go on to create within our own native land "a new day for two peoples [black and white and all shades in between] to rise to the heights of greatness which can build a new and better . . . [nation] ?"

We must appreciate the nature of time as a continuum. Daniel Bell, Chairman of the Commission on the year 2000, has written: "Time, said St. Augustine, is a threefold present as we experience it, the past as a present memory, and the future as a present expectation. By that criterion, the world of the year 2000 has already arrived, for in the decisions we make now, in the way we design our environment and thus sketch the lines of constraints, the future is committed . . . the future is not an overarching leap into the distance; it begins in the present."

Racial polarization of the 1970s has been partially determined by our history of 30, 100, and even 300 years ago. Similarly, by the positions now taken daily on poverty, schools, housing, jobs, crime and racial injustice, we will also determine our capacity to have a viable open society for blacks and whites in the year 2000. George Santayana once said: "Those who do not remember the past are condemned to relive it." Thus, so that we will not compound our worst mistakes, let us analyze with brutal candor the past events in this nation's racial history. Certainly this inquiry is

Racial polarization . . .
partially determined
by our history.

particularly appropriate for such an illustrious and thoughtful group as The American College Testing Program. For only 2 years ago in your Annual Report you noted: "Higher Education is more than a commodity to be bought, sold, and advertised in the same fashion as soap or automobiles. Higher education has a basic responsibility for the preservation and transmission of knowledge and the search for and dissemination of new knowledge." Let us now transmit our true knowledge of our racial past and ask is there some correlation between today's problems and those tragic events in the corridors of our national and legal history.

DEEDS OF YESTERDAY

An advertisement in Hamburg, South Carolina, on September 28, 1838 noted:

> One hundred and twenty Negroes for sale—The subscriber has just arrived from Petersburg, Virginia, with one hundred and twenty likely young Negroes of both sexes and every description, which he offers for sale on the most reasonable terms. The lot now on hand consists of plough-boys, several likely and well-qualified house servants of both sexes, several women and children, small girls suitable for nurses, and several small boys without their mothers. Planters and traders are earnestly requested to give the subscriber a call previously to making purchases elsewhere, as he is enabled to sell as cheap or cheaper than can be sold by any other person in the trade.
>
> Benjamin Davis

The advertisement of Benjamin Davis in 1838 was not unique; it was typical of thousands of advertisements posted in newspapers and bulletin boards throughout our land. In the *New Orleans Bee* an advertisement noted:

> Negroes for sale—A Negro woman, 24 years of age, and her two children one eight and the other three years old. Said Negroes will be sold separately or together as desired. The woman is a good seamstress. She will be sold low for cash, or exchange for groceries. For terms apply to Matthew Bliss and Company, 1 Front Levee.

"Said Negroes will be sold separately or together as desired."

Where Was the Rule of Law?

Looking at these tragic, though routine, events of the 17th, 18th, and 19th centuries, one should ask what happened to the rule of law? How could a legal system sanction this cruelty, cruelty which permitted the sale, as Benjamin Davis bragged, of "several small boys without their mothers," cruelty which permitted a mother, 24 years of age, to be sold in exchange for groceries and separated from her 8- and 3-year-old children? Have we often distorted our history to keep from our full consciousness the extraordinary brutality of past racial injustice?

Before World War II, there was a tragic tendency of many white historians to write as if this period of cruelty never existed. They implied that slavery was an institution where blacks showed "easy going, amiable serio-comic obedience" with "personal attachments to white men." They viewed slavery as a time of "sturdy lightheartedness and . . . [Negroes'] love of laughter and/or rhythm." They urged that plantation slavery was an "admixture of tact with firmness of control, the planter's patience of instruction, and his crisp, though cordial reciprocation of sentiment." Thus, a leading historian on the south, Ulrich B. Philips, concluded, when viewing Negro soldiers training in segregated Army units during World War I, "The Negroes are not enslaved but drafted, they dwell not in cabins but in barracks, they shoulder the rifle, not the hoe: but the visitor to the company streets in evening hours enters, nevertheless, a plantation atmosphere."

What was the response of our legal system to this institution of slavery which permitted the sale of children from their mother and other gross forms of cruelty? Probably the most typical example of the response of the legal system is found in an opinion by Judge Ruffin of the North Carolina Supreme Court in *State v. Mann,* 13 N.C. 263, in 1828. Before the Court was a simple issue as to whether it was a criminal offense to subject a slave woman to "a cruel and unreasonable battery." Some historians have implied that slavery was a paternalistic institution wherein masters treated their slaves as if they were children. To decide the issue Judge Ruffin said, "We must look to . . . the established habits and uniform practice of the country . . . [A]s the best evidence of the portion of power deemed by the whole community requisite to the preservation of the master's dominion." Counsel had argued that a master's relation to the slave was analogous to the principles which restrain the authority of a parent over the child, the tutor over the pupil, or the master over the apprentice. The Court unanimously rejected those analogies by saying:

> There is no likeness between the cases. They are in opposition to each other, and there is an impassable gulf between them. The difference is that which exists between freedom and slavery—and a greater cannot be imagined. In the one, the end in view is the happiness of the youth, born to equal rights with that governor, on whom the duty devolves of training the young to usefulness in a station which he is afterwards to assume among freemen. To such an end, and with such a subject, moral and intellectual instruction seem the natural means; and for the most part they are found to suffice. Moderate force is super-added only to make the others effectual. If that fails it is better to leave the party to his own headstrong passions and the ultimate correction of the law than to allow it to be immoderately inflicted by a private person. With slavery it is far otherwise. The end is the profit of the master, his security and the public safety; the subject, one doomed in his own person and his posterity, to live without knowledge and with the capacity to make anything his own, and to toil that another may reap the fruits.

The Court went on to emphasize that a slave was to "labor upon a principle of natural duty," to disregard "his own personal happiness," and that the purpose of the legal system was "to convince slaves they had no will of their own and they must surrender [their] will in implicit obedience to that of another. Such obedience is the consequence only of uncontrolled authority over the body. There is nothing else which can operate to produce the effect. The power of the master must be absolute to render the submission of the slave perfect." The Court emphasized that for the slave "there is no remedy," that "we cannot allow the right of the master to be brought into the discussion in the courts of justice. The slave, to remain a slave must be made sensible that there is no appeal from his master; that his power is in no instance usurped; but is conferred by the laws of man at least, if not by the law of God."

The Court noted this unlimited "dominion is essential to the value of slaves as property, and to the security of the master, and the public tranquillity."

Then finally and most paradoxically the Court concluded that the law's impotence in protecting slaves from cruel batteries was designed to "effectively secure the general protection and comfort of the slaves themselves."

Of course when Judge Ruffin wrote, there had been some acts of partial enlightenment by northern courts and legislatures toward abolishing slavery, but Judge Ruffin's views reflected the then legal status of more than 90% of the blacks in America. His attitude toward blacks was echoed in the Dred Scott decision by Chief Justice Robert B. Taney, writing for the United States Supreme Court in 1857, when the Court held that a black man "had no rights which the white man was bound to respect; and that the [n]egro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold, and treated as an ordinary article of merchandise and traffic, whenever a profit could be made by it. This opinion was at that time fixed and universal in the civilized portion of the white race."

Representative Summers of the Virginia Legislature stated in 1832 "when, in the sublime lessons of christianity, he (the slave holder) is taught to do unto others as he would have others do unto him, he never dreams that the degraded Negro is within the pale of that holy canon."

In reply to some members who had proposed abolition, Mr. Gholson of the Virginia Legislature said in 1831, "Why, I really have been under the impression that I owned my slaves. I lately purchased *four women* and ten children in whom I thought I obtained a great bargain, for I really supposed they were *my property*, as were *my brood mares*." In the United States House of Representatives one Congressman said, "slaves have no more right to be heard than horses

"slaves . . . were my property, as were my brood mares."

and dogs." On February 11, 1837, the House of Representatives of the United States resolved, by a vote of 162 to 18, "that slaves do not possess the right of petition secured to the people of the United States by the Constitution."

The daughter of Judge Grimkey of the Supreme Court in South Carolina said, "Slaveholders regard their slaves as *property,* the mere instruments of their convenience and pleasure. One who is a slaveholder at heart, *never recognizes a human being in a slave."*

Where Was the Benevolence of Religion?

With generally the notable exception of the Quakers, there appeared to be no difference in the treatment of slaves by men who purported to practice the canons of organized religion. The Charleston Baptist Association addressed a memorial to the Legislature of South Carolina maintaining that "the devine authority of our holy religion adopted the institution of slavery as one of the allowed relations of society." They argued that neither society nor individuals have any authority to demand a relinguishment of slaves and that they would "resist to the utmost any invasion of this right, come from what quarter and under what pretense it may."

Mr. Al Turner, a regular and respectable member of the Second Presbyterian Church in Springfield, Illinois, said "Slaves are neither considered nor treated as human beings." In the settlement of the estate of the Rev. Doctor Furman of the Charleston Baptist Association, his legal representatives advertised the public sale of his property at an auction as follows: "A plantation or tract of land on and in watery swamp, a tract of the first quality of fine land on the waters of Black River; a lot of land in the town of Camden, a library of miscellaneous character, chiefly theological; 27 Negroes, some of them very prime; two mules; one horse; and an old wagon." (Goodell, p. 38) Thus as Rev. Furman went to meet his maker, he did not differentiate in his estate between mules, slaves, and books.

Where Was Man's Humanity to Man?

In perhaps too much detail, I have cited the history of more than a century ago. I do it because *we will never be able to solve today's dilemmas unless as a part of our steady consciousness we recognize that no other group was imported to America with such a total destruction of their family structure, their culture, and a total abolition of their dignity and legal rights as human beings.* For a

. . . total destruction of
their family structure,
their culture . . .

country which legally sanctioned the total destruction of the black family, which profited so handsomely from such cruelty, which perpetuated cruelty and where many so long remained oblivious to the cruelty of slavery, shouldn't we expect today to have a nation which will suffer the backlash and pathology from our tragic past inhumanity to blacks?

Horrors of the "middle passage." But even the cruelty of slavery as practiced in the United States does not reflect the full spectrum of brutality inherent in the capture of slaves and the voyage to the Americas, which has been popularly referred to as the "middle passage." To those individuals who are now so uptight about busing, maybe it might be helpful to reflect on the original busing of twenty million human beings in their enforced voyage from Africa to America. Professor Tannenbaum, in his profound volume, *Slavery and Citizen,* notes:

> It is difficult to write of the slave trade with restraint . . . the slave trade, . . . lasted for over four centuries and involved, in some measure, all of the nations of Europe and many in this hemisphere, and counted among its victims perhaps as many as twenty million human beings. Little Negro villages in the interior of Africa were frequently attacked in the middle of the night, the people were either killed or captured by Europeans themselves or, more frequently, by Africans acting on their own account or for Europeans. The victims left alive were shackled with a collar about the neck, men, women, and children, and driven for hundreds of miles to the coast. . . . There they were assembled in stockades and kept against the time when a European slaver would arrive loaded with African goods for the purpose of bartering these human beings for the iron bars, and the cloth brought for the purpose. . . .

The following are typical descriptions of the voyage from Africa to the Americas:

> The height, sometimes, between decks, was only eighteen inches; so that the unfortunate human beings could not turn around, or even on their sides, the elevation being less than the breadth of their shoulders; and here they are usually chained to the decks by the neck and legs. In such a place the sense of misery and suffocation is so great, that the Negroes, like the English in the blackhole of Calcutta, are driven to frenzy. They had on one occasion, taken a slave vessel in the River Bonny: the slaves were stowed in the narrow space between decks, and chained together. They heard a horid din and tumult among them, and could not imagine from what cause it proceeded. They opened the hatches and turned them up on deck. They were manacled together, in twos and threes. Their horror may be well conceived, when they found a number of them in different stages of suffocation; many of them were foaming at the mouth, and in the last agonies, many were dead. The tumult they had heard, was the frenzy of those suffocating wretches in the last stage of fury and desperation, struggling to extricate themselves. When they were all dragged up, nineteen were irrecoverably dead. Many destroyed one another, in the hopes of procuring room to breathe; men strangled those next to them, and women drove nails into each other's brains. Many unfortunate creatures, on other occasions, took the first opportunity of leaping overboard, and getting rid, in this way, of an intolerable life.

"women drove nails
into each other's
brains."

Estimates vary that from one-third to two-thirds of the slaves died after capture. Professor John Hope Franklin, in his significant treatise *From Slavery To Freedom*, estimates that at any rate because of illness and the high mortality rate "not more than half the slaves shipped from Africa ever became effective workers in the new world."

Dehumanizing quality of U.S. laws. While there was probably no difference between the slave trade voyage from Africa to any of the Americas or the West Indies, there is substantial evidence to indicate that there was a central difference between the systems of slavery in the United States and in Latin America—particularly as to the slave's status under the law. Tannenbaum persuasively argues that in Latin America there was a recognition of the moral personality of the slave, that the slave enjoyed greater access to emancipation and that there was a substantial prohibition against destruction of the slave family unit. Tannenbaum emphasized that "the slave might marry a free person if the slave status was known to the other party." Slaves could marry against the will of their master if they continued serving him as before. Once married, they could not be sold apart, except under conditions permitting them to live as man and wife. If the slave married a free person with the knowledge of his master, and the master did not announce the fact of the existing slave status, then the slave, by that mere fact, became free. "In Latin America, in spite of his full powers over the slave, the master might neither kill nor injure him unless authorized by the Judge, nor abuse him against reason or nature, nor starve him to death. If the master did any of these things, the slave could complain to the Judge; if the complaint were verified, the Judge must sell him, giving the price to the owner, and the slave might never be returned to the original master."

In contrast to Chief Justice Taney and Judge Ruffin's views about the system being operated solely for profit in the U.S., Tannenbaum observes that

> From the sixteenth to the nineteenth century, slaves in Brazil, by reimbursing the original purchase price, could compel their masters to free them. In Cuba and Mexico the price might be fixed at the request of the Negro. The slave was freed even if he cost triple the sum. The law further permitted the slave to free himself by installments, and this became a widely spread custom especially in Cuba. A slave worth $600.00 could buy himself out in 24 installments of $25.00 each. With every payment he acquired 1/24th of his own freedom. . . . On delivering his first installment he could move from his master's house.

In evaluating the American legal system there was not merely a legal precedent of greater humanistic proportions in Latin America, there was a significant legal precedent prior to the time of our own revolution.

On December 3, 1771, James Somerset, a Negro, filed a writ of habeas corpus before the King's bench in England requesting that he be released from his master, Charles Stewart, who was planning to take Somerset to Jamaica. His master had purchased Somerset as a slave in Virginia and afterwards brought him into England. Arguing before the Court, Solicitor Hargrove said

> that slavery corrupts the morals of the master by freeing him from those restraints with respect to his slave so necessary for control of the human passions, so beneficial in promoting the practice and confirming the habit of virtue. That, to the slave it communicates all the afflictions of life, without leaving for him scarce any of its pleasures; and it depresses the excellence of his nature, by denying the ordinary means and motives of improvement. It is dangerous to the state by its corruption of those citizens on whom its prosperity depends. Hence, it is that slavery, in whatever light we view it, may be deemed a most pernicious institution: immediately so to the unhappy person who suffers under it; finally so to the master who triumphs in it, and to the state which allows it.

In response to the arguments of counsel who wanted to continue the enslavement of Somerset and 14,000 to 15,000 other slaves in England, Mansfield responded, "Fiat Justitia, Ruat Coelum"—"Let justice be done whatever the consequences." He accepted the argument of counsel that he who breathes the air of England must thereafter be free. He held: "Whatever inconveniences, therefore, may follow from the decision, I cannot say this case is allowed or approved by the law of England; and therefore the black must be discharged."

"Let justice be done whatever the consequences."

With this background is it not fair to ask, why in the United States did we tolerate a legal system which sanctioned one of the cruelest forms of slavery ever to be practiced by a supposedly civilized nation? One reason for the fatal flaw of slavery within our legal order was the lack of human sensitivity and compassion. Men described as the nation's forefathers, individuals of great vision on other problems, were often insensitive to the cause of justice when it pertained to blacks.

fatal flaw . . . lack of human sensitivity and compassion.

The anguish of disinheritance. Some here might disagree with my assertion that many of our forefathers were insensitive to the cause of racial justice. They will point to the beautiful rhetoric in so many Jeffersonian phrases, but from his many slaves Thomas Jefferson freed only one family. Benjamin Franklin was willing to sacrifice the liberty of the blacks in order to make the "greater compromise" for the unity of the nation. If we still want to create an open society, we must start out with a horrible admission that there is an interrelationship between our failures when writing the Declaration of Independence and the Constitution and the tensions of the 1970s.

Let us start out by honestly facing the issue of what was the nature and breadth of our democracy during those good old days of our forefathers. There has always been a fundamental ambiguity in the collective commitment of this society to the ideals upon which it is allegedly based. From a racial historical perspective, the most often quoted words of the Declaration of Independence, "We hold these truths to be self-evident, that all men are created equal," were in fact at the very hour of their declaration being repudiated by the racial practices in this nation. For the perspective of my present remarks, perhaps the most relevant words in the Declaration of Independence would be the statement that "The History of the present King of Great Britain is a History of repeated Injuries and Usurptions, all having in direct Object the Establishment of an absolute Tyranny over the States. *To prove this, let Facts be submitted to a candid World*" (emphasis added). Thus, in the words of the Declaration of Independence, if we desire to create an open society, will the education community be willing to have facts submitted candidly within a historic racial perspective, facts which speak not of the king's tyranny over states but of our forefathers' tyranny over black men?

In 1775, the Continental Congress met in Philadelphia and noted its declaration of the causes and the necessity of taking up arms, stating that: "Our cause is just. . . . Our internal resources are great. . . . the arms we have been compelled by our enemies to assume, we will, in defiance of every hazard . . . employ for the preservation of liberties; being with one mind *resolved to die free men rather than to live slaves*" (emphasis added). While the founding fathers did not want to be slaves of the king, they nevertheless repudiated freedom for black men.

As Thomas Jefferson was to observe later, his draft of July 2 included a clause "reprobating the enslaving the inhabitants of Africa was struck out in [deference] to South Carolina and Georgia, who had never attempted to restrain the importation of slaves and who on the contrary still wished to continue it."

Not only is there a correlation between the problems we now face because of the failures of our founding fathers to take a forthright position in 1776, we must also recognize that from its very origin in 1787, our Constitution was in part a racist document. For at least 78 years through the full force of law it sanctioned slavery and racism and its devastating brutality. The law and order of that day, the Preamble of the Constitution, states:

our Constitution was in part a racist document.

> We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.

Yet that did not mean a perfect union for blacks. It did not mean justice for blacks, it did not mean promoting the general welfare for blacks, it did not mean the blessings of liberty for blacks, and it was unconcerned about their posterity.

Article I, section 2 of the Constitution provided at that time that

> Representatives and direct Taxes shall be apportioned among the several States . . . according to their respective Numbers, which shall be determined by adding to the whole Number of free Persons, including those bound to Service for a Term of Years, and excluding Indians not taxed, three-fifths of all other Persons.

This section was so artfully drawn that it demonstrated at that first constitutional convention what I believe is true now and has been true ever since that date—the greater political skills of the southern legislators. For in that document, when using the term "three-fifths of all other persons," they studiously avoided the word "slaves" and thus avoided making manifest on its face that it was a document which sanctioned cruelty to mankind. What article I, section 2 really meant was that a southern planter owning 500 slaves would, when electing representatives for the United States Congress, have 300 times greater leverage than one businessman or a free citizen of Massachusetts.

Today there is great impatience over the insistence of blacks that they receive full options now in the American society. The few black leaders who have received acclaim are not satisfied with the tokenism which they often symbolize; they are not patient with those who say "it takes time. . . . the open society cannot be achieved overnight"; they are not patient because they recognize the history of delay in our country. For when the issue of ratification of the Constitution was before the South Carolina House of Representatives, one of the framers of the Constitution, General Charles Cotesworth Pinckney, spoke to that body on the issue of slavery. He said:

> I am of the same opinion now as I was two years ago, when I used the expressions the gentleman has quoted . . . that while there remained one acre of swamp land uncleared of South Carolina, I would raise my voice against restricting the importation of Negroes. I am as thoroughly convinced as that gentleman is, that the nature of our climate and the flat, swampy situation of our country, obliges us to cultivate our lands with Negroes, and without them South Carolina would soon be a desert waste.

Blacks have a great awareness that General Charles Cotesworth Pinckney was accurate that without them South Carolina and most of the southern states would have been a desert waste for years. Thus, blacks helped build this country through their blood, their tears, their toil for two and one-half centuries without a paycheck; those American educators who stress only "patience" but do not demand results are not providing leadership for the creation of an open society.

blacks helped build this country . . . without a paycheck.

PAST DEEDS BROUGHT PRESENT CONSEQUENCES

Why have I taken time out to cite our nation's legal heritage? Is it to antagonize you, to anger you? Of course not! I cite this history because we will never be able to "seize the hour" nor to rise to new heights of greatness unless we at first honestly look at our past history. We will not be able to solve today's racial problems merely by suggesting that some of the black men who are angry are a few isolated hard core militants. Perhaps we make the first step of the long hard journey ahead by our honesty and willingness to admit that our nation has caused much rage, that our nation has often been grossly unjust in the treatment of blacks, and that we have an obligation to work swiftly to eradicate the many consequences of that injustice rather than to keep pretending that the problem never existed. We will not be able to solve today's difficult problems if we assume that yesterday's use of the law to perpetuate racial injustice is not particularly responsible for our problems.

Some here might be incensed by my accurate citations of the brutalities sanctioned by the law in the pre-Civil War era. Some persons might even assert that this period of our history is now irrelevant; they might ask: "Why doesn't he look at the operation of the rule of law after the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution were passed?" True, those Amendments were designed to eradicate slavery and in the words of Charles Sumner (the conscience of the United States Senate) were designed so "that hereafter in all of our legislation, there shall be no such words as black or white, but that one shall speak only of citizens." Some might say, "Why don't you look at those constitutional amendments and the related civil rights legislation of the 1870s which were created so that Negroes were citizens of the United States in the states in which they resided; they were part of the body politics; they enjoyed privileges and immunities conferred by the Constitution; they had the same rights as white men, and white men were bound to respect those rights under the pain and penalty of punishment–the indelible mark that once separated the white from the unhappy black race had been erased. There was neither color nor cast, they were only Americans."

But let us reflect on the laws and decrees and the judicial decisions in the post-reconstruction period; let us ask–didn't the rule of law more often than not preclude an open society of blacks and whites? Let us look at the most famous federal birth of the separate but [un]equal doctrine—*Plessy v. Ferguson.* For in 1896, the United States Supreme Court upheld the right of a state to pass a statute providing for separate railway carriages for the white and colored races. In the opinion, they gave implied approval of the right of a state to legislate separate school facilities for blacks and whites. They said:

> we think the enforced separation of the races, . . . neither abridges the privileges of immunities of the colored man, deprives him of his property without due process of law, nor denies him the equal protection of the laws, within the meaning of the Fourteenth Amendment.

In an eloquent dissent, Mr. Justice Harlan said:

> [I]n view of the Constitution, in the eye of the law, there is in this country no superior, dominant, ruling class of citizens. There is no caste here. Our Constitution is color-blind, and neither knows nor tolerates classes among citizens. In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful. The law regards man as man, and takes no account of his surroundings or of his color when his civil rights as guaranteed by the supreme law of the land are involved. It is, therefore, to be regretted that this high tribunal, the final expositor of the fundamental law of the land, has reached the conclusion that it is competent for a state to regulate the enjoyment by citizens of their civil rights solely upon the basis of race. In my opinion, the judgment this day rendered will, in time, prove to be quite as pernicious as the decision made by this tribunal in the Dred Scott case.

Finally, he concluded:

> *The destinies of the two races, in this country, are indissolubly linked together, and the interests of both require that the common government of all shall not permit the seeds of race hate to be planted under the sanction of law.* What can more certainly arouse race hate, what can more certainly create and perpetuate a feeling of distrust between these races, than state enactments, which, in fact, proceed on the ground that colored citizens are so inferior and degraded that they cannot be allowed to sit in public coaches occupied by white citizens?

"government [should] not permit the seeds of race hate to be planted under the sanction of law."

Think in terms of what type of nation we would now have if in 1896 our leaders had really followed the message of Justice Harlan that ". . . the common government of all shall not permit the seeds of race hate to be planted under the sanction of law."

If this message had been implemented, subtle or blatant racism would not be one of the hidden issues in the current presidential race. There would be no problems of busing today; there would not be the extensive racial ghettos which now exist in the inner cities of our nation. The striking racial gaps between black and white economic, health, and educational attainment would be either nonexistent or significantly diminished.

But today we have these tragic gaps because moral leadership was not provided for the concept of an open society. In fact, it was abandoned by the 1876 Hayes-Tilden Compromise, the 1896 capitulation in *Plessy v. Ferguson;* and for decades no moral leadership was provided in this field by the White House, by the courts, by the schools, by the Congresses, by the Legislatures, and often not even by the churches.

The catastrophic backlash in education by the 1896 *Plessy v. Ferguson* doctrine seems almost unbelievable. In 1899 the United States Supreme Court failed to strike down the Richmond County, Georgia school system which used its funds to support a "private" high school for white children without providing a high school for colored children. The Supreme Court sanctioned a state court's finding that the "suspending temporarily, and for economic reasons, the high school for colored children . . . was not a violation of the colored children's rights of . . . equal protection of the laws [Fourteenth Amendment] or of any privileges belonging to them as citizens of the United States."

In *Berea College v. Kentucky* in 1908 the United States Supreme Court upheld the validity of a 1904 Kentucky statute which prohibited a college from teaching white and Negro pupils in the same institution, holding that it was no violation of federal constitutional rights. Tragically, Berea College had been established in 1859 by its founders to establish and maintain an institution of learning "in order to promote the cause of Christ." Yet the United States Supreme Court held that a state could deprive a private institution from promoting the cause of Christ if it did so through integrated education. In Berea College, Justice Harlan wrote another eloquent dissent and tragically, Mr. Justice Oliver Wendell Holmes (the darling of legal liberals) concurred in the majority's repressive opinion.

Harvard Law School's distinguished Professor Derrick A. Bell, Jr., in commenting on this period, has said:

> And as the gains made by blacks—political, legal, and social—were erased in the 1870's the Supreme Court and the lower courts confirmed in their decisions what blacks had feared, that the citizenship they had been granted, which indeed they believed they had earned through the blood of thousands of blacks who had died fighting on the Union side during the War, was citizenship in name only.
>
> . . . In the process, blacks were damaged. But with faith and that grace that some of us still sing about, that Amazing Grace, we survived.

Gunnar Myrdal, in 1942 in his classic treatise "The American Dilemma, the Negro Program and Modern Democracy," quoted a study of the South in the 1930s:

> although there is some sort and some amount of Negro education everywhere, Negro education still does not have a fixed, legitimate, acknowledged place. It is realized that

> something must be done in order to keep the Negro satisfied and in order to uphold the American slogan of free schools for every child, but it is rare that a community has any real interest in planning or building a wise system of education for the race. Politically, it is not generally admitted that the Negro has a right to schools or to other public services. . . . The Negro is still not recognized as a citizen despite the Civil War amendments.

"hardly believed his eyes and his ears."

Gunnar Myrdal noted how he had gone into

> many one-room, one-teacher Negro schools and hardly believed his eyes and his ears when he ascertained the primitive school building, the lack of practically all equipment, the extreme lack of contact with modern American civilization on the part of the untrained, poorly paid, Negro woman serving as teacher, and the bottomless ignorance of the pupils. I once visited such a rural county of Georgia, not far from Atlanta. The building was an old Rosenwald school, dilapidated but far better than many other school buildings in the region. The students were in all age groups from 6 to 7 years upward to 16 and 17. There was also an imbecile man of about 20 staying on as a steady student veteran. (The lack of institutions for old Negro mental defectives makes the great majority of them stay in their homes, and the homes find it often convenient to send them to school. There they are, of course, a great danger from several viewpoints.) The teacher, a sickly girl of about 20 years old, looked shy and full of fear; she said she had had high school training.
>
> The students seemed to enjoy the visit and it was easy to establish a human contact with them. No one could tell who was President of the United States or even what the President was. Only one of the older students knew, or thought he knew, of Booker T. Washington. He said that Washington was a "big white man," and intimated that he might be President of the United States. This student, obviously a naturally very bright boy, was the only one who knew anything about Europe and England; they were "beyond the Atlantic," he informed me, but he thought that Europe was in England. No one had ever heard about Walter White, John Hope, Du Bois, or Moton. No one had heard of the N.A.A.C.P.

Myrdal concluded his chapter on the Negro school by saying, "Meanwhile, Southern Negro schools are going to remain inadequate. The North will continue for many decades to get untutored and crude Negro immigrants from the South. These uneducated masses of Southern-born Negroes will be a heavy burden on the social and economic order of the North." He warned us then that "the American nation will not have peace with its conscience until inequality is stamped out, and the principle of public education is realized universally." These excerpts from the '30s exemplify the impact of the nation's abdication from its responsibility and refusal to create an open society. It is indeed paradoxical that in Texas in 1965 the United States Department of Justice, through its then most effective Civil Rights division, presented extensive data that the "disparity of educational and economic opportunity when coupled with a historical structure of social and political segregation . . . [has] deprived Negroes of the equal protection of the law guaranteed by the Fourteenth Amendment." From the data it was demonstrated, that on most every indice Texas from 1930 to 1950 had spent at least twice as much for the education of a white child as was spent for the education of a black child. As an example, in 1930 the value of school property and equipment per year per white child was $149, for a black child $38. In 1945 for whites, $225, for blacks $75.

Today, throughout the nation, we suffer the backlash of decades of such racial inequality. What hurts most is that many who have profited from the espousal of racial hatred, many who have urged segregation and racial injustice are now the most strident critics of the current racial malaise. It is almost as if one who has fathered a child born out of wedlock now piously condemns the child for immorality.

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PRESENT DEEDS STILL DISAPPOINTING

Yet I have not come here to further divisiveness, to exacerbate the wounds, to increase the polarization, for I also know that some good deeds have been done and you are entitled to an evaluation of both the racism and the progress of the last 30 years.

So let us look at the issue of racism during the last 30 years, and particularly since the termination of World War II, presumably fought for the "Four Freedoms." During this 30-year period, of course, there have been significant steps toward repudiating the old racial injustice: The United States Supreme Court's opinions in 1944 in *Smith v. Allwright;* the key primary voting rights case, *Brown v. Board of Education* in 1954; the several civil rights acts from the late 1950s to the Fair Housing Act of 1968; the proliferation of executive orders and fair housing laws and fair employment laws. All of these constituted advances toward creating racial justice. Yet, is it those advances for racial justice which many political leaders are now urging and supporting? More pointedly, when it was politically unpopular, have they ever supported strong legislation to assure equal opportunity? With their present histrionics, are they merely supporting a concept which keeps the lid on riots without any concern about the economic and racial causes of rioting, without any concern about eliminating rat-filled homes and overcrowded schools, and without any concern about opening the doors to employment opportunities?

So that no one will misunderstand me, I deplore the outbreak of riots and massive public disorders. I do not urge, I do not sanction, I do not suggest violence as a way to correct our system. And I appreciate that law enforcement officials are obligated to use reasonable force to bring these outbreaks to an end at the earliest possible time. Yet I am concerned equally about those individuals who condemn only the riots without any willingness to probe the causes.

integration of foxholes in Vietnam . . .

I am concerned about those individuals who can support integration of foxholes in Vietnam where thousands of black and white American soldiers have had an integrated death 9,000 miles away, yet they cannot support integration of our society at home.

Racial Injustice Can Be Erased

I have been discussing the linkage between our past racist practices and today's racial tensions. But the task of the professional, the social scientist, the educated man, and the concerned citizen is far greater than that of being merely an issue raiser. In a real sense, he must have the capacity to be an issue resolver. So where do we go from here? We must have a full awareness that law and order has not always been synonymous with justice when it comes to the black man. Can we have justice in this decade in our nation? The Kerner Commission—the 1968 National Advisory Commission on Civil Disorders—in talking about racial division, said:

> This deepening racial division is not inevitable. The movement apart can be reversed. Choice is still possible. Our principal task is to define that choice and to press for a national resolution.
>
> To pursue our present course will involve the continuing polarization of the American community and, ultimately, the destruction of basic democratic values.
>
> The alternative is not blind repression or capitulation to lawlessness. It is the realization of common opportunities for all within a single society.
>
> The alternative will require a commitment to national action—compassionate, massive and sustained, backed by the resources of the most powerful and the richest nation on this earth. From every American it will require new attitudes, new understanding, and, above all, new will.
>
> The vital needs of the nation must be met; hard choices must be made, and if necessary, new taxes enacted.

This commission, composed of 11 moderate Americans of whom only 2 were black, said in its introduction: "What white Americans have never fully understood—but what the Negro can never forget—is that white society is deeply implicated in the ghetto, white institutions created it, white institutions maintain it, and white society condones it."

I submit that any objective scholarly study would corroborate the Kerner Commission's conclusions.

Correcting Judicial System Imperative

The problems of violence in the urban or black communities cannot be solved by the massive collection of black crime data or simplistic rhetoric which does not probe the causes of crime. Our entire society is crushed by these increasing disparities in crime rates, *and blacks suffer most,* for they are the most frequent victims of physical violence in the urban community.

We must recognize that far more significant than statistical compilations of yesterday's crime rates is the reality of the relationship between our forefathers' failures on July 4, 1776, all of the subsequent intermittent failures throughout the years and the present black rage of the 1970s. The issue is not whether we should condemn our forefathers for their failures or even our generation for our failures. But instead the issue is whether we can now move forward together and agree to spend the billions of dollars which are needed to eradicate the pathology of racism and its attendant failures in housing, employment, health care, education, and the maladministration of justice.

Of course we must make full and immediate improvements in correcting our failures in the criminal justice system and particularly our failures in the correctional system. Any fair criminal justice system and fair law enforcement system need not mean an inefficient system; it need not mean that trials of criminal cases are delayed interminably; it need not mean that unrehabilitated persons convicted of serious crimes may roam our streets to find new victims.

Pathology of Poverty, Injustice Must Go

Most important, I make a plea not solely for black Americans. *I make a plea that this nation demonstrate its resolve to eliminate the total pathology of poverty, the total pathology of injustice. We must give all of the victims, whether they are white or black, brown or yellow, from North or South, East or West, a new opportunity for full dignity in the development of their maximum potential.*

. . . a new opportunity for full dignity

While in the 1700s through the 1900s America was not able to abolish poverty, it can do so today. Anyone who wants to create an open society, anyone who wants to eradicate racism must be resolved to eliminate the total pathology of poverty as well as the total pathology of racial injustice.

I believe that the high court of history will look down upon this decade and conclude that the bringing of thousands of persons up from the depths of poverty and despair at home would have been more significant than the dropping of thousands of bombs abroad. Too many persons feel that they can do nothing to influence the direction and destiny of this nation. Too many persons blame the tragedies of the hour on some purported hard core militants, student agitators, or nondescript outsiders. Because of our refusal to solve the real, critical problems, because of our persistent preference to scream the easy cliche as a substitute for action, I sometimes wonder whether our nation will be able to reach its potential of greatness. In fact, I sometimes wonder about our long-term capacity for survival. I wonder whether we will take those necessary steps to de-escalate the nation's racial tensions.

The Violence Commission concluded its introduction by saying:

> When in man's long history other great civilizations fell, it was less often from external assault than from internal decay. Our own civilization has shown a remarkable capacity for responding to crises and for emerging to higher pinnacles of power and achievement. But our most serious challenges to date have been external—the kind a strong and resourceful country could unite against. While serious external dangers remain, the graver threats today are internal: haphazard urbanization, racial discrimination, disfiguring of the environment, unprecedented interdependence; the dislocation of human identity and motivation created by an affluent society—all resulting in a rising tide of individual and group violence.
>
> The greatness and durability of most civilizations has been finally determined by how they have responded to these challenges from within. Ours will be no exception.

the graver threats today are internal.

In my separate statement with the Violence Commission I quoted a distinguished black psychiatrist, Dr. Price Cobb, who expressed a concern which is even more urgent now than when it was uttered a year ago:

> If violence continues at its present pace, we may well witness the end of the grand experiment of democracy. The unheeded report of the Kerner Commission pinpointed the cause of our urban violence, and this report presents the tragic consequences when those in power fail to act on behalf of the weak as well as the powerful.
>
> This country can no longer tolerate the divisions of black and white, haves and havenots. The pace of events has quickened and dissatisfactions no longer wait for a remedy.
>
> There are fewer great men among us to counsel patience. Their voices have been stilled by the very violence they sought to prevent. Martin Luther King, Jr., the noble advocate of nonviolence, may have been the last great voice warning the country to cancel its rendezvous with violence before it is too late.

"cancel [this country's] rendezvous with violence before it is too late."

The truth is plain to see. If the racial situation remains inflammatory and the conditions perpetuating poverty remain unchanged, and if vast numbers of our young see small hope for improvement in the quality of their lives, then this country will remain in danger. Violence will not go away because we will it and any superficial whitewash will sooner or later be recognized.

FUTURE DEEDS MUST "SAVE THE DREAM . . . FOR ALL"

In recent years there have been massive appeals to the person who is described as the "forgotten American." The forgotten American is purported to be one who does not walk in picket lines, does not join protest organizations, pays his taxes, and seldom complains about his country. Certainly, I appreciate this forgotten American's patriotism and love for his country and I applaud him for it. But I wonder whether the mythical forgotten American could more aptly be described as a "forgetting American," one who has made it and is willing to forget about the lack of justice and opportunity for those on the other side of the track and in the ghetto. As I view my college generation, it was predominantly a silent generation, which later rose into the affluent society and invaded suburbia. Now many of these illustrious graduates, after having made it, believe that they are the forgotten Americans. But they have won the major benefits from our society. It was not necessary for them to picket to get a hot dog in a five-and-ten-cent store in Birmingham, nor to petition the President to guarantee their southern relatives the right to vote in Mississippi or Alabama or Georgia; they needed no executive order to bar their employer from racial or religious discrimination. Thus, if we really are going to create an open society, we have got to talk in terms of massive programs for employment, education, welfare, housing, health; substantial improvement in the functioning of law enforcement agencies, our courts, and what in so many states is the sad, sad, almost medieval quality of our penology and correctional systems. This is the challenge for the educated man, this is the challenge for true statesmen: to move past the simplicity of the catch-phrase slogans such as law and order and instead to create the systems, the mechanism of a new tomorrow which assures to all of our citizens a concept of law and order which is truly based on economic and social justice for all.

a "forgetting
[not forgotten]
American"

Let me conclude by quoting a great black poet, Langston Hughes, who once wrote a poem—"Dream of Freedom"—where he said:

> There is a dream in the land
> With its back against the wall.
> By muddled names and strange
> Sometimes the dream is called.
>
> There are those who claim
> This dream for theirs alone—
> A sin for which, we know,
> They must atone.
>
> Unless shared in common
> Like sunlight and like air,
> The dream will die for lack
> Of substance anywhere.
>
> The dream knows no frontier or tongue,
> The dream no class or race.
> The dream cannot be kept secure
> In any one locked place.
>
> This dream today embattled,
> With its back against the wall—
> To save the dream for one
> It must be saved for all.

If American education is going to play a role to create an open society, we have to, not merely in China, but also at home, seize the hour, seize the day, "to save the dream for all"; for tragically so many deeds still cry out to be done!

HOME STUDY CORRESPONDENCE COURSES

William Fowler

We are looking at ways to broaden postsecondary opportunities for career education. Home study correspondence courses are one of the methods that can provide these opportunities. The title of this session (Broadening Postsecondary Choices: Proprietary Institutions, Special Degree Programs, and Home Study) seems to indicate that the methods and programs that we will be discussing are obscure and not often considered by individuals who can benefit from them. In the case of vocational, technical, and business education offered by private institutions, either in residence or by correspondence, I believe we are really talking about broadening the *knowledge* of the professional *educators*—people such as the counselors and registrars who are asked to give recognition to this kind of educational experience—rather than actually broadening the *choices* available to the potential *student.* Actually these choices and opportunities are in existence and have been for a long, long time. Happily, I think, from the standpoint of the members of the National Home Study Council, the members of Mr. Fulton's organization, and the potential students themselves, people have known about these programs, and, by the millions, have made use of them. I don't exaggerate when I say by the millions; for example, the International Correspondence School in Scranton, Pennsylvania, the granddaddy of private correspondence schools in the United States, has enrolled more than eight million students over the last 80 years, and almost all of these students have been enrolled in some kind of career training program.

[must] broaden the
knowledge of the
professional educators.

PRACTICAL WAY TO GET CAREER TRAINING

Why is a correspondence course a practical way for many people to get career training? There are many reasons, and I'll go through just a few of them to explain why people do take correspondence courses. First of all, it is a very personal kind of instruction. Initially, correspondence seems like an impersonal way to be given any kind of an educational program, but in reality, it is pretty much a one-to-one student-instructor relationship. In many subject fields, such as art and writing, a student who takes a course with a good correspondence school actually has more opportunity to have his individual work reviewed by an instructor and have it commented on than he does in most residential classes. Correspondence courses allow the student to study in ways that meet his own special needs. We must consider the geographic location, where the student lives; he may not have any other opportunity or access to an educational program. The course allows the student to study on his own schedule. He can be working, he can be studying, he can be involved in other activities while studying, and he can study at his own rate. In some cases it eliminates the need to go into a classroom and compete with others, and particularly as people move along in years, they consider this fact. They are reluctant to get into a classroom situation where they are faced with competition, but a correspondence course allows them to study, alone, in a relationship to the instructor without the competition of others.

student [can] study on his own schedule.

In many cases, the course provides opportunities for studying programs that are not available to them in any other way. There is a wide variety of courses offered by correspondence schools in the United States and some of them can be taken by students who would find it difficult to take courses in any other way. There are courses such as medical record keeping, navigation, and doll repair. We have a school that has a very fine record in terms of the occupation and the work of its graduates in the doll hospital field. There are not many students and not many graduates, but most of those who do graduate are actually working in this limited field. One school offers a course in mobile home park management. Another school offers a course in yacht design. A recently accredited school offers courses in assessing for public tax assessors. These are just a few of the different kinds of courses that an individual would find very difficult to take at a residential school.

In some instances the correspondence courses provide the only opportunity for a student. Recently, we were happily involved in a

the only opportunity for a student.

news conference that dealt with a very serious subject and I think it points out the kind of opportunity correspondence education alone can offer. Attempts are being made to establish a program that can provide correspondence courses to American POWs in Southeast Asia. My sister is the National Coordinator for the League of Families of Prisoners of War and Missing in Action people, and she related to me the following item. On a visit to Hanoi, one of three labor leaders asked two U.S. prisoners of war what kind of things they would like to receive from the United States. He expected them to talk in terms of toilet articles or that sort of thing. To his surprise, both expressed the interest in getting some kind of study materials for them to occupy their time beneficially while they were in captivity. As a result, Mr. Gibbons, the Vice President of the International Teamsters' Union, brought this idea back to the League of Families with the information that Hanoi had agreed to allow 200 language courses to be given or sent to U.S. prisoners of war in the prison camps in North Vietnam. My sister called me; we arranged immediately to have five language programs, 40 copies of each, sent to the League headquarters, and they should be in Hanoi by this time. I think it's an example of how, in certain instances, a home study course is most suited for the particular circumstances of the student.

Another example of suitability is the large enrollment of in-service people under the G.I. Bill in correspondence courses. About 75% of soldiers or military people in uniform who are studying under the G.I. Bill are studying correspondence courses.

RECOGNITION OF CORRESPONDENCE COURSES

What about recognition of correspondence courses? I think that home study students who have finished their programs find that their current employers or their new employers rate the programs as most acceptable. Industry contracts with correspondence schools demonstrate this acceptance. More than 10,000 industries in the United States have arrangements with correspondence schools of one kind or another that allow their employees to be trained in some kind of a tuition reimbursement program with these schools. In many cases these companies provide special incentive programs for the employees, such as if a passing grade is made, the student is reimbursed for all of his tuition; if he makes a top grade, he may get a bonus of 50% more of the tuition, or in some cases, even 100% in addition to the tuition.

employers rate
[home study] programs
as most acceptable.

Through external evaluation programs such as CLEP and the other qualifying examinations, recognition is being given both workwise and academically for home study work. To find out what courses and programs are available from private schools and to learn about the quality of the programs offered by private schools, both Mr. Fulton and I can be helpful as we both represent U.S.O.E.-recognized accrediting agencies. These accrediting programs are very similar to those used by regional agencies in the evaluation of schools; they are voluntary processes requiring a full evaluation of the school, all of its activities, course materials, and a publication of a listing of the accredited schools (Directory of the National Association of Trade and Technical Schools Accrediting Commission). Mr. Fulton's Accrediting Commission for Business Schools also publishes a directory. Recently the United States Office of Education published a directory titled, "Accredited Postsecondary Institutions and Programs," and it is now available from the Office of Education or the Government Printing Office. The directory lists the individual institutions accredited by the nationally recognized accrediting agencies.

Correspondence courses have already been recognized by students and employers as a practical and an effective method of learning. Now it's time that recognition be given to these programs by the professionals who are working with potential students and trying to determine the needs of these students in terms of pursuing career education.

Congressman Roman C. Pucinski, in a talk to the National Home Study Council at its annual conference a year ago, sums up the feeling that I tried to express in my comments when he told us that, "You meet here full of satisfaction that your concept of home study education, dating back many decades, is now becoming the so-called new and accepted look in public education. We hear such terms as schools-without-walls, home study, accountability in education, career training, off-campus studies and external degree concepts. All of these are being hailed today by academia as the most radical and inspiring changes in the structure of education in the United States. As I look at your record, I can't help but wonder, 'Where has academia been for the last 3 or 4 decades?' "

"Where has academia
been for the last
3 or 4 decades?"

PROPRIETARY INSTITUTIONS

Richard A. Fulton

Thank you, Dr. Parker. It is rare that I am introduced with the academic address of Doctor. In respect to that topic, I might say that I belong to the same exclusive club as Kingman Brewster of Yale—we both have mail-order doctorates. When the holdout law schools converted from the LLB to the JD several years ago, I think that Tulane (my alma mater) even charged 10 more dollars than Yale. I do appreciate the opportunity of being here, whatever door we came in. I think it is an excellent forum in which to share a few ideas. Like Bill Fowler, I studied over the title of this program about "Broadening Postsecondary Choices," and I immediately began to puzzle, "well, are we, the academic establishment, broadening, or is a society forcing us to broaden?" I mean—and this can be an uncomfortable thought—there's nothing more dangerous than a new idea to a well-educated, liberally oriented academic. But I suspect that really we're all guilty of some degree of parochialism and on my part, petulance.

NONTRADITIONAL LABEL A FLATTERING PARADOX

I couldn't help but think about this as I got a letter from the Commission on Nontraditional Study. In it they invited me to a meeting and they said, "Thursday's discussion will focus on the role of organizations and institutions such as yours in the area of nontraditional education." I think it's a pathetic exemplification of their own inbreeding. The casting of accounts was taught in a business school in 1622 in the Plymouth Colony. Duff's Business College has been in existence in Pittsburgh since 1825. Now I know Barnum said, "There's a sucker born every minute," but you just can't operate for 150 years on puffery alone. So I thought I'd go to the dictionary and look up what tradition is. "Tradition: the handing down of information, beliefs and customs by word-of-mouth or by example from one generation to another without written instruction." Well, I'm rather proud to be nontraditional, then. It's good to know that these Mandarins of the establishment just go by word-of-mouth rather than the fact.

The casting of accounts
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I realize that we are an affront, and a puzzling affront in many cases, to the traditionalists; in fact, they puzzle when they ask a question like this, "Why do so many young high school graduates, more than has generally been suspected, pass up low-cost, public education (i.e., low cost to the student, not low cost to the taxpayer) to go to proprietary schools?" I have here a reprint of a U.S. Office of Education magazine article about a Stanford research study. It is very interesting. I don't think they use the word "relevant," but essentially the students said, "Here we study what we think we need and somebody cares." It's a very worthwhile study and if anybody wants a further reference to it, I'll be glad to send you this reprint.

THE UNITED BUSINESS SCHOOLS

But, seriously, who are we? Who are the United Business Schools? First of all, the name really doesn't indicate the diversity of characteristics of the 486 institutions accredited by the Accrediting Commission for Business Schools. They range from 11, 4-year, degree-granting colleges with affirmative degree-granting authority, to some 45 junior colleges of business, and to business schools such as Katherine Gibbs in New York or the American Institute of Business in Des Moines, Iowa. They are not all proprietary; about 15% are tax-exempt organizations. It's always confusing to some people that we have both tax-exempt business schools and proprietary collegiate institutions, because many of us think that to be collegiate you must be tax-exempt. That isn't necessarily so. It depends on the state in which the school is located. We also have some church-related schools. (When Speaker McCormick was in the House of Representatives and I wanted to get in to see him, I always called Sister Blathan in Boston at the Aquinas Junior College and believe you me, I got in to see the speaker very easily.) In 1962 when I first took my job, I noticed there was the LDS Business College. I puzzled over the strange name until I learned that this is a business college owned by the Church of the Latter Day Saints (the Mormons).

There are probably half a million bodies a year that go through business schools. They don't necessarily go for 9 full months, full time. Some do and some don't. We are nontraditional in that way. More and more of our schools are beginning to offer, with affirmative state authority, the associate degree. Now the traditionalists in most states have seen to it that these degrees are something like "associate in applied business" or "associate in occupational studies." They will not let the AA degree be corrupted. But you and I know that the computer only thinks in binary terms and at some point in time when you deal with the Civil Service System and they say degree—AA, BA, and so on—it's just going to be AA degree. Incidentally, people talk about the AA degree. I too have a piece of paper that says, "This certificate as an Associate of Arts. . . ." It was rather casually "conferred" as I wandered by the registrar's office at the University of Florida to pick it up. We didn't think much of it in those days. It really was a relic of the Great Depression. Fellows were dropping out of school before graduation, so the university gave them something that at least evidenced 2 years of endurance.

SCHOOLS BROADENING BUT RECOGNITION LAGS

Our schools are broadening. They are no longer havens for high school dropouts. You must be a high school graduate. Now this was said with great pride when we instituted this policy 10 to 15 years ago because, after all, there is no group more rigid in its thinking than an upwardly mobile group that wants to conform to what it assumes to be "proper" standards. Well, we no sooner get instituted within our schools the requirement that you be a high school graduate then it is suddenly not the "in" thing any more. The time lag can be disastrous in observing criteria. But I do think we are getting some recognition.

We have been invited by the National Commission on Accrediting to submit our criteria and credentials for evaluation with the idea that they would give us their recognition. As you know, there are two "getting" places—you get your money from the USOE by being on the Commission's list of recognized accrediting agencies and you get your couth from being recognized by the National Commission on Accrediting. We've got the money; we're looking for the couth. In that area I think there are some problems and opportunities for broadening on the part of what I'll call academia. Let's take the attitude of many registrars or people who are responsible for the transfer of students with recognition of credit. First, there is the old Neanderthal type who says, "Oh, no, you learned what you learned in a proprietary institution. Therefore, you must go back to 'Go' and start again" even though you may already know the material. It is as if what you may have learned in a wooden building is not as legitimate as it would have been had the process taken place in a brick building. Therefore it isn't valid. And of course, this is perpetuated by that nefarious publication put out by the American Collegiate Registrars and Admissions Officers outfit that really unfairly portrays the situation with regard to transfer of credit. Like Pontius Pilate, they pompously wash their hands of the whole thing with a fatuous disclaimer which says that the report is merely an exchange of information and not a report of an accrediting agency. Everybody knows that the AACRAO report is the bible and it does govern to a large degree the extent to which credit is recognized. Second, we have the situation where some states say, in effect, "Well, yes, this student has a baccalaureate degree, but it's not from a regionally accredited institution, therefore he cannot sit for the CPA exam." Now nobody is trying to say that he or she should *automatically* be a CPA, by reason of being a graduate of a 4-year, nationally accredited institution, but he or she at least should have the right to get into the examination.

> *We've got the money;*
> *we're looking*
> *for the couth.*

Now these are some new thoughts that are going to have to permeate the academic establishment and allow for some broadening. We will have to agree with you that we have been devoted to purveying proficiency and job training, and we could not afford to be corrupted by pure credentialing. On the other hand, your credentialing system needs a little more flexibility. If we both broaden our viewpoint, it might be to the advantage of the student. You know the old story that if we meet and I give you a dollar and you give me a dollar, we both go away no richer. But if we both exchange an idea, we each now have two ideas instead of one. Possibly we'll both be richer.

If we . . . exchange
an idea, . . . we'll
both be richer.

In the meantime, I know the students are making the choices because, on the average, 20% of the students in business schools come there after having had one or more semesters of regular, 4-year college. They will continue to do this. We have schools that have over 55% of the students with college degrees. These are usually secretarial institutions like Katherine Gibbs which girls attend after finishing Skidmore or Vassar.

We're here, we're open to suggestions, and I hope we've exchanged a few ideas.

COLLEGE DEGREE OPPORTUNITIES FOR ADULTS

Roy Troutt

THE NEED FOR SPECIAL DEGREE PROGRAMS

Those who have studied the events of recent years realize it is essential that we establish and sustain an environment in which adult learning is viewed as an imperative and not simply an adjunct to existing educational programs. They recognize that the concept of lifelong learning must become a reality.

Opportunities for continuing education should be made available to all adults—whatever their motivation. At various points during adult life, many individuals are interested in changing careers and are seeking educational opportunities to make this possible. Other adults desire to continue advanced study in their areas of specialization—perhaps leading to advanced degrees, while a large number of adults are interested in a broadening or self-enrichment program of learning.

Most Americans place great importance upon education and provide continuing support for our educational systems. Typically, however, they view education in a narrow way—a formalized activity engaged in during the first 18 to 25 years of life. The present system of higher education is therefore oriented to the "college age" population, and as a result, many are denied the opportunity of earning a college degree.

The concept of lifelong learning must become a reality.

There are millions of individuals who could benefit from degree programs if they were available in a format suitable to the needs of adults. For example:

1. Adults whose work or family responsibilities prevent them from participating in traditional classes.
2. Women with responsibilities in the home.
3. Adults who chose not to go to college but now see the need for a college degree.
4. Young adults who have left college for a variety of reasons who now desire to return and complete a degree.
5. Adults lacking the financial resources to become full-time college students.
6. Those who find the conventional college education unsuited to their needs.
7. Workers seeking job advancement.
8. Employees whose employers encourage degree programs for career development.
9. Adults seeking a change of career.
10. Adults who are interested in a broadening or self-enrichment program.

Several prestigious national commissions have recommended revolutionary actions by colleges and universities to make college degrees more available to adults by developing a curriculum and methodology suitable to their needs. They have emphasized that adult citizens should have access to the same educational opportunities increasingly available to younger people. They call for national recognition of the concept of lifelong learning and for necessary adjustments in our educational programs to implement this concept.

The Carnegie Commission on Higher Education has recommended more opportunities for adults to re-enter formal higher education, and they oppose the sharp distinction among full-time students, part-time students, and adult students. The Commission further recommends "that alternative avenues by which students can earn degrees or complete a major portion of their work for a degree be expanded to increase accessibility of higher education for those to whom it is now unavailable because of work schedules, geographic locations, or responsibilities in the home."[1]

A report of the Assembly on University Goals and Governance contains 85 theses relating to the goals and organization of universities. One thesis states:

> The decision to postpone higher education, whether taken by an adolescent or a young adult, ought not to be regarded as irrevocable. . . . A greater number of institutions—including many of the more distinguished—ought to concern themselves with providing higher educational opportunity for adults and not simply of the old "continuing education" variety. With such a major commitment, new kinds of students may be expected. Some will come largely for vocational or professional reasons. . . . Finding a new career . . . may be the most compelling reason that others will have. Still others will come for the kind of general education that was unavailable to them when they were young, or that they chose not to pursue at that time, having little sense of its value.[2]

A Task Force of the Department of Health, Education, and Welfare asserts that universities are not fully serving the educational needs of all people, stating:

> Despite the growth in the proportion of the population going to college traditional artificial limits persist as to when in a person's life he may be a college student, and as to what type of person meets the established requirements. . . . Arbitrary restrictions and a lack of imaginative programs limit the opportunities for those of beyond the normal college age and of those for whom attendance at a conventional campus is impractical.[3]

The importance of education is readily apparent. This importance is no less applicable to adults having job or family responsibilities than to college students who are recent high school graduates. We should reject the popular concept that formal education should take place in the first 18 to 25 years of one's life and replace it with the concept of lifelong learning. To further such a concept, universities must accept the responsibility for making educational programs more available to adult students.

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[1] Carnegie Commission on Higher Education, *Less Time, More Options* (Hightstown, N.J.: McGraw-Hill, 1971), p. 20.

[2] The Assembly on University Goals and Governance, *A First Report* (Cambridge, Mass.: The American Academy of Arts and Sciences, 1971), pp. 12-13.

[3] *Report on Higher Education*, Report of the U.S. Department of Health, Education, and Welfare Task Force (Washington: U.S. Government Printing Office, 1971), p. viii.

> *"Arbitrary restrictions*
> *and a lack of*
> *imaginative programs*
> *limit the opportunities. . . ."*
>
> —HEW TASK FORCE COMMITTEE

HISTORICAL DEVELOPMENT

College degree programs designed especially for adults emerged on the educational scene during the 1960s. Previously, the University of Nebraska at Omaha in 1950 and Brooklyn College in 1954 had recognized the unique needs of adult students and had incorporated in a baccalaureate degree program procedures for meeting the needs and interests of adults. From 1957 to 1970, programs began at a number of institutions including Syracuse University, the University of Oklahoma, Queens College, Goddard College, Johns Hopkins University, San Francisco Theological Seminary, Roosevelt University, Brigham Young University, and the State University of New York at Brockport. It is now estimated that some 40 or 50 institutions offer various kinds of special degree programs and many others have programs at various stages of development.

There are wide variations among the special degree programs. However, it appears that three distinct categories have emerged. First are those in which the degree and the requirements remain the same although a variety of methods is utilized in satisfying the requirements. The second category includes programs in which objectives and content are modified to relate to special interests of adults, but the methodology and the requirements remain the same as the regular degree. The third group includes completely innovative programs differing from the traditional programs in objectives, methodology, and curriculum.

Existing programs share the following characteristics:

1. Most are designed to provide a broad liberal education rather than developing specialized vocational competence. They aim toward self-enrichment and the development of intelligent, understanding, imaginative, creative, and critical-thinking individuals.

2. They are designed to meet the special needs and interests of adults, permitting them to pursue a degree program in a manner and under circumstances convenient to them.

3. They attempt to instill a desire for learning and to provide skills of independent learning so that self-enrichment study may continue beyond the degree.

4. The curriculum is usually interdisciplinary, emphasizing broad knowledge and understanding of basic concepts and the interrelationship of knowledge.

5. Guided independent study combined with intensive seminars of short periods are major elements in most special degree programs.

6. Most programs make some provision for transfer of prior credit earned and/or credit for life experiences. Credit is usually granted through appropriate credit hours, by waiving certain requirements, or by permitting acceleration of interdisciplinary studies.

7. They make use of a wide variety of learning techniques and methods, including: independent study, seminars, TV instruction, on-campus courses, extension and evening courses, correspondence study, advanced standing proficiency examinations, programmed instruction, radio, audio and video tapes, laboratory demonstrations, museums, field trips, and various cultural activities.

8. They provide counseling services for adults to assist them in selecting and developing a program of study suitable to their needs.

9. Traditional residence requirements are waived or greatly modified.

10. They provide opportunities for student evaluation and educational research.

Although relatively new, degree programs especially for adult students may become one of the most important developments in higher education. It is anticipated that the number of institutions offering these programs and the number of adult participants will increase significantly in the years ahead.

A PROTOTYPE

The Bachelor of Liberal Studies (BLS) Degree Program was established at the University of Oklahoma in 1961 as "a new frontier in adult education." The BLS is now a well-established curriculum in higher adult education and is generally recognized and accepted as the equivalence of the more traditional baccalaureate degrees.

The curriculum of the BLS Program is developed around the theme "Man in the Twentieth Century," utilizing the "central learnings—central problems" approach. This approach views modern man as confronted with numerous major problems in a complex society. The central learnings of the liberal arts curriculum are directed toward the solution of the central problems.

The BLS student completes, in any sequence, area studies in Social Sciences, Humanities, and Natural Sciences. The Inter-Area, which follows, emphasizes the interrelationship of all knowledge by integrating the three areas of study. Although each of the areas is the equivalence of 1 year's college work, the program provides sufficient flexibility allowing the student to proceed at his own pace according to his interests, motivation, ability, and time devoted to study. The average time of completion is 4 years; however, some have completed the degree in 2 years while others have required 5 or 6 years.

The BLS Program combines guided independent study and intensive residential seminars of 3 and 4 weeks' duration. The independent study is planned and guided by a professor from the university faculty. An interdisciplinary team of two and three professors, assisted by resource professors as needed, directs the seminars.

Upon enrollment in area independent study, a student is assigned a faculty adviser for that area. The BLS adviser is of vital importance to the program of independent study. He evaluates the student's background, experience, and prior learning and designs an individualized program of study necessary to complete requirements of the area. The adviser communicates regularly with the student to assist his independent study.

The key to the success of BLS seminars is the quality of the faculty and its planning and preparation. A teaching team of two professors, each representing a different academic discipline, is appointed for each 3-week seminar. Both members of the team are present during all sessions of the seminar to stimulate and encourage student participation. They are also available for individual counseling of students at times when the seminar is not in session. The faculty team may also schedule additional faculty members as resource speakers or as consultants.

The Inter-Area seminar is 4 weeks in length and is directed by a teaching team of three professors, one from each of the three areas. The seminar theme is usually somewhat broader in scope than themes of area seminars and requires application of subject matter from all three areas, the Humanities, Social Sciences, and Natural Sciences.

The program leading to the Bachelor of Liberal Studies Degree is offered through the College of Liberal Studies. The faculty of the college consists of carefully selected members of the general faculty of the university. They are appointed by the Dean of the college upon the recommendation of the Executive Committee and with agreement of the professor and his department chairman. All faculty members hold academic appointments in departments throughout the university.

The BLS began in March 1961 with 75 students. Enrollment increased steadily during the first 8 years and has remained constant during the past 3 years. The present enrollment is approximately 1,400, including students from all 50 states and several other countries.

BLS students include military personnel, civil service employees, management and supervisory personnel from business and industry, and representatives from more than 100 occupational titles. The majority of students will fall within the age range of 25 to 55. There are a few students under 21 and over 70 years of age. The youngest BLS graduate was 25 while the oldest person to receive a BLS Degree was 83.

The BLS Program is suitable for students with a considerable range of academic ability because of the flexibility it affords. Regardless of the level of ability or the amount of prior learning, success in the BLS Program requires certain characteristics in students. Since much emphasis is placed upon directed reading, the successful BLS student must be a very good reader and one who enjoys serious reading on a continuing basis. Maturity, initiative, self-discipline, and high motivation are essential. The successful BLS student is a self-starter with a sincere motivation to learn and who works at his program of studies seriously and continuously.

Maturity, initiative,
self-discipline, and
high motivation
are essential.

Follow-up studies indicate that BLS graduates have achieved considerable success in career development and in graduate study at various universities. Two BLS graduates have received the PhD, 1 in philosophy and 1 in English; 1 has received the EdD; 6 graduates are pursuing doctoral programs. Thirty-six graduates have received master's degrees and 60 have master's programs in progress. One graduate has received a law degree and another is pursuing a law degree.

FUTURE DEVELOPMENTS

There appears to be widespread interest among universities and among some state systems of higher education in developing degree programs especially for adults. Some new programs have just been established and many others are at various stages of planning and development.

A number of suggestions are made for the consideration of those who may be contemplating the establishment of special degree programs.

1. The success of any academic program depends on the quality, interest, and commitment of its faculty. It is therefore essential that the faculty be involved to the maximum degree in the planning and development of special degree programs. Of course, administrative approval, encouragement, and support are also required.

2. Faculty for the special program should be organized in an academic unit so that the general faculty retains ultimate control of the curriculum, instruction, and evaluation. The administrative location of the academic unit is primarily a matter of convenience. It could be located within an existing academic unit or a new unit could be established.

3. New degree programs require the approval of state and regional accrediting associations. This is particularly important for special degree programs in order to maintain academic respectability and general acceptance of the degree.

4. The system of academic record keeping must be adjusted to accommodate various changes in new degree programs. In order to provide the flexibility required, registrars will need to devise new systems and different procedures for special degree programs.

5. Various institutional policies should be re-examined in terms of their appropriateness for adult students. Certain policies originally designed for on-campus undergraduates may be inappropriate for adult students.

6. Provision must be made for proper evaluation of student learning through a wide variety of experiences. Where possible, various types of educational research should be conducted.

7. Adequate financial resources must be made available to support the new program. Where possible, a long-range plan of financing is highly desirable.

8. The development of special degree programs should emphasize maximum flexibility, adaptability, experimentation, and creativity. A primary goal is an individualized program of learning for each student which would promote maximum educational achievement of all.

The widespread interest in nontraditional degree programs and the emergence of new programs at many institutions have caused concern among some educators. There have been suggestions of caution and restraint in future development. Careful attention should be given to all warnings; however, through the use of proper planning and proper procedures, potential problems can be avoided.

Through the use of proper planning and proper procedures, potential problems can be avoided.

The most frequent warning concerns the maintenance of academic standards in order to provide general acceptability of the degree for admission to graduate programs or employment. High academic standards can be insured by involving regular faculty in the conception and development of special degree programs and providing for control of the curriculum, instruction, and evaluation by the general faculty. In this way, the matter of academic standards becomes no more a problem with special programs than with ongoing programs throughout the university.

Another expression of concern pertains to the possible misunderstanding of the demands on the student who participates in the special degree programs. It should be immediately apparent that nontraditional programs are not suitable for every student and that nontraditional study will require maturity, self-discipline, initiative, sacrifices, and great effort on the part of those who are successful. Potential misunderstanding can be avoided through adequate explanation and proper counseling prior to enrollment.

These concerns, and others which have been expressed, are important and should be carefully considered. They should not, however, deter the development of special degree programs which are consistent with institutional resources, functions, goals, and academic standards.

The theme of the 1972 ACT Invitational Conference, "College/Career Choice: Right Student, Right Time, Right Place," suggests that the right student is anyone who desires to learn; the right time is anytime throughout one's lifetime; and the right place is wherever the learner is located. The flexibility and the options available in special degree programs will make this possible.

THE ACT CAREER PLANNING PROGRAM

Warren K. Willis

The American College Testing Program's role in the area of expanding educational opportunities began some time ago with a continuous examination of ways in which ACT programs and data could be employed to broaden educational experiences for students. That examination, while continuing, has also been motivated recently by the 2-year participants in the ACT Program.

To do a slight injustice to corporate history, I will say that the Career Planning Program (CPP) emerged from that examination motivated by the 2-year institutions. The CPP is not a static program. We like to believe it is a very versatile concept that can be applied in a variety of places. It is essentially a broad-based, guidance information system that attempts to speak to some of the information needs that students have as they move toward some kind of career decision, and that institutions have in responding to the individual.

USES OF THE CPP IN BROADENING OPTIONS

I'd like to report on some of the ways the Career Planning Program is currently being used, and some of the ways proposed for its use, that relate to the topic at hand. The first, and probably largest in terms of numbers, is a program that was initiated at The University of Iowa under the direction of Dr. Mildred H. Lavin. It deals with adult women in southeastern Iowa. What they did, essentially, was to administer the Career Planning Profile (the information-gathering instrument for the CPP) to about one thousand women and then to follow the data collection with a broad-based counseling program (individual and group), designed to provide career guidance information to adult women. The counseling process will be followed by an in-depth research study.

A second program of interest is one that's being used in Chicago in the adult education area. The Career Planning Program is being used as an on-the-self counseling tool. The adult education group in Chicago is an active one; they go out into the community seeking adults, people also come to them, assessment is applied and scored, and in-depth counseling follows.

ACT also is interested in broadening the postsecondary options of students via the military. As we move as a nation toward a volunteer military force, it seems rather obvious that the military is going to become a viable career option.

And so we are looking at the possibilities of using the Career Planning Program in that area as well as to assist servicemen in identifying postmilitary career options.

The military is going to become a viable career option.

A fourth area in which we are currently involved at the proposal stage is one that was motivated by an experience which on the one hand was humorous and on the other was not. When I was at Southern Illinois University, we did GED testing at Menard State Penitentiary. One day while administering the GED, I felt a tap on the shoulder. It was an inmate who happened to have been a high school classmate of mine. As a result of that incident and a talk with the inmate about the kind of experience he was having there, we are now involved in looking into the use of the CPP with the Federal Bureau of Prisons as a counseling device to identify areas of educational weakness on the part of inmates, and to assist them in identifying areas of career training which might be useful to them.

Finally, we're examining some other methods of collecting and reporting Career Planning Program kind of information. Bill Fowler spoke of the necessity and the hesitancy on the part of some adults to put themselves in a competitive situation with undergraduates. This hesitancy is equally evident—and I'm sure some of you have experienced the feeling—when it comes to gathering assessment kind of information. It's a very difficult thing to get an adult student to come in and sit down and take a test of some kind.

We're exploring a variety of other ways in which we may, in fact, collect and report Career Planning Program kind of information. One suggestion, for example, is the development of some kind of test kit which can be distributed to adults. They could then take the CPP at home at their leisure, send it in for scoring, and have it reported back to them in a variety of ways.

These are just a few examples of the versatility of the Career Planning Program.

BROADENING POSTSECONDARY OPTIONS

DISCUSSION

Jana Matthews, Assistant Director, Academic Affairs and Admissions, Massachusetts State College System: I'd like to address a question to Mr. Fulton. What we're really doing in higher education is simply discovering what's been. And this is exactly what you said. Those of us in academia are finally coming to the realization of what's been going on for 125 years. My question to you is: Are there any new, innovative, alternative kinds of programs that you are aware of?

Our delivery systems can run through cyclical fads.

Fulton: It's always interesting to try and figure out what is new because our delivery systems can run through cyclical fads. For example, up in Fargo, North Dakota, is the Dakota Business College which is now run by the third generation of the Watkins family. It is in a high, auditorium-like affair, and there are little cages all the way around the room. One is a real estate office, then there is a lumber yard, a wholesale grocer, a bank, a savings and loan—all the various economic entities that make up a marketing area. Each week the students work in one of these little economic entities. Friday night nobody leaves the school until the books are closed down on everything, and it all has to balance. They've been doing that for something like 75 or 85 years at Dakota Business College. Suddenly this becomes simulated training. *Now, they didn't know no better!* So I really don't know how to answer your question except to say that unfortunately we're beginning to equate the amount of time a young lady has applied the posterior of herself to her chair with the excellence of her typewriting, rather than actually counting whether or not the letter she types is mailable. So the corruption is two-way.

Ronald H. Denison, President, Anoka-Ramsey State Junior College, Coon Rapids, Minnesota: I've been evaluating proprietary school credit for years, and while I know it is not common, I just wonder if the two of you have noticed an increase in such evaluations—because I've always given credit for it to the anger of most of my academic colleagues. I operate on the premise that if a student studied something someplace, under whatever circumstances, and knows it, he ought to have credit for it, ought not to repeat any experience. Is there a significant increase in the acceptance by the proper schools of credit from your kinds of programs?

Fowler: Well, first of all, we congratulate you and thank you for what you've been doing. But unfortunately, I think, it's been our experience that, while there are many individual institutions that do give credit of some kind based on the individual evaluation of a correspondence course or other experience, it is not spreading like wildfire and it is not something that we really can measure and then say, yes, it is expanding, increasing greatly. I think there is evidence that more recognition or at least thought is being given, because of CLEP programs and other kinds of evaluation programs; but in terms of a formal kind of policy on the part of many institutions, I'm afraid that we can't say that there is a great increase in the number of institutions that do publicize the fact that they're giving credit for kinds of training education experience other than those received in the traditional way.

Fulton: I really am quite surprised by your (Denison's) candor, but let me respond by saying, yes, we have noticed a significant increase; and strangely it seems to coincide with the empty seats, particularly in the private, church-related, 4-year colleges. It seems that when things are viewed with equity and justice and economics, people manage to rise above principle and to realign the facts so that they more adequately illustrate the inconsistencies. And we have noticed that at the junior year, the products of the 2-year business school are transferring with credit recognition at an increasing rate. On the other hand, there has been a refreshing awakening in the regional accrediting agencies. They just cannot ignore reality any more. There was a time when Ferris State College, for example, at Big Rapids, Michigan, had a tremendous transfer program with documented studies of business education teacher graduates. They took people from business schools, gave them 2 years' credit, and these students did better over an 8-year span than those initially enrolled in Ferris State, those that initially came into the education department. But hand-written across a copy of that study to me was the statement, "Dick, this is for confidential and personal use only. Please do not reveal." And why? Because it was related to me that they were fearful they would jeopardize their regional accreditation by open acknowledgment of accepting students on transfer with credit recognition. Possibly this is changing on a nationwide basis, but to answer your question, yes, we are noticing it, but it does seem at a greater degree in the private, 4-year colleges.

Charles W. Leftwich, Coordinator of Inservice Programs, Institute for Learning and Teaching, University of Massachusetts, Boston: I'm addressing this to Troutt and Willis primarily. Do you have, or are you able to share in, information related to programs such as "university without walls," "action years" at the universities, that kind of so-called nontraditional approach in the universities? and if so, how are you able to use that information in modifying the facts and data?

Willis: I'm not sure that we have any examples of the Career Planning Program being used in that manner simply because it's so new. There are examples of how the ACT Assessment Program, however, is used in university-without-walls kinds of concepts. And essentially, it lends no problem to the institution simply because we provide the data in two ways—as soft copy and in a data processing, retrievable format—so that any mode that's applicable to that institution can be handled very quickly.

Troutt: I think there is no formal way at this time that this is being done. However, there is a lot of informal exchange of information through national conferences. As for exchange of credit, this works extremely well in these special degree programs or the nontraditional programs because typically they do not measure progress by the semester hour, but more through broad areas; and this makes it easier to apply what a person knows for credit, regardless of how he or she did learn it. I see two central problems: (1) there is a need for a national center. Now the Gould Commission is perhaps attempting to provide some leadership in this area. (2) There is also a real need for developing a vocabulary that we can all accept and understand and thus know what we mean by nontraditional, by external degree, by special degree, and so forth. There are so many of them.

Garland G. Parker (session chairman), Vice Provost for Admissions and Records, University of Cincinnati: I have one more question to which I would like Messrs. Fowler or Fulton to respond. What are the criteria for accreditation in the proprietary vocational segment, or the segment for which you are responsible in accrediting? What are the nature of the criteria used there and what would be your advice to this group on dealing with credits from schools that are not accredited in these areas?

Fulton: Well, first of all, with all due respect, I think you immediately fell into the old trap of worrying about credit transfer with accreditation. The two are separate responsibilities. The recognition of credit on transfer is the prerogative of the receiving institution. That's good, sound dogma on high from the National Commission on Accrediting. Now, as it turns out, many little, unimaginative registrars who are afraid to make a decision go to the book to find out if the institution is accredited.

Parker: It might also be department heads and deans of graduate schools and colleges, not just the registrars.

Fulton: That's right. It's that whole mentality, you know: the kid's only got 127 3/8 hours, don't give him his degree. But accreditation, as has been described, has all the utility of a bayonet. You can do everything except sit on it. Now, there are many standards, but actually we are not that much different from any of the other accrediting agencies. It's just that the animals we choose to accredit have a slightly different form of governance. My schools have liberal arts courses, they are colleges, they offer specialized training; but it is their type of governance which distinguishes them from the rest of academia. Schools are governed by publicly run bodies, either state or county or city, or they can be privately owned through tax-exempt organizations; they can be nonsectarian or they can be owned by a religious sect. Ours happen to be governed by boards of directors of business corporations. So really, it is only our board of governance of the institution that divides us from the rest of the academic community. As for our criteria, they are substantially the same as those used by the regional accrediting bodies, except for one additional item. We, along with the Home Study Council, insist that the institution have an equitable refund policy (as we have defined equitable, not as the institution has defined it), so that the student who does drop out can get some money back at some point in the academic

Accreditation, as has been described, has all the utility of a bayonet.

year. The screams of anguish that you will shortly hear from the academic establishment will be provoked by a proposal from the Office of Education that any accrediting agency, to have its recognition, must insist that every institution that it accredits have an equitable refund policy. As you know, many institutions have a refund policy of "no refunds."

FEDERAL RESPONSIBILITIES FOR CAREER EDUCATION

Robert C. Byrd

When I was invited to speak to the ACT Invitational Conference on the "Federal Government and Its Responsibility for Career Education," it brought back into sharp focus a debate on the floor of the United States Senate in April 1971. At that time, I offered on the floor an amendment to the Office of Education Appropriations Bill for Fiscal Year 1972.

I asked that an additional sum of $10,000,000 be appropriated to augment the research and development appropriation in the bill for the purpose of demonstrating the importance of career education programs in our nation's elementary and secondary schools.

In urging adoption of my amendment, I pointed out that what we need in our schools is more emphasis on aptitude testing and a greater effort to familiarize our young people with the many career choices that are available.

. . . more emphasis on aptitude testing. . .

There were no career education programs funded, as such, at that time; and I felt that the demonstration projects that would be feasible under this additional funding could start testing as early as junior high school so as to indicate to the student the occupational career which he or she could most capably and profitably pursue.

In other words, the testing would reveal whether the student was capable of higher education courses, or whether vocational training would be preferred; and, if so, what type of occupational career would be advisable.

The Senate agreed on a figure of $7,000,000, and the Byrd Amendment was sent to a conference with the House of Representatives, where, as frequently happens, the conferees further reduced the amount to $2,000,000.

Though I obtained only 20% of the money for which my amendment originally asked, it was, nevertheless, an important step forward. In February of 1972, I requested from the Office of Education a status report on the $2,000,000 commitment. Of the $2 million, $465,000 was committed for the 4-year-old career guidance program at the Appalachia Educational Laboratory.

The bulk of the remainder is being spent in the six LEA—Local Education Agency—demonstration sites: Los Angeles; Mesa, Arizona; Jefferson County, Colorado; Pontiac, Michigan; Hackensack, New Jersey; and Atlanta, Georgia.

Among the activities these funds are paying for are the following: the designing, development, and installation of comprehensive career education information systems in each LEA; the installation, in each, of a follow-up information system to provide monitoring of student progress in school and school-related employment; the provision in each Local Education Agency of a career education support system, including data, guidance staff, instructors, and students, for analysis, policy, and program development; and the development in each Local Education Agency of an interest and aptitude testing program to facilitate student self-understanding in relation to the work world.

I have dwelt somewhat on these details because I have been aware, for some time, of the necessity for the support and expansion of career education. Though the concept is in its infancy, enough progress has been made—and its usefulness so demonstrated—that I foresee continued and, hopefully, increased support by the Congress.

So, I welcome the opportunity to discuss an idea whose time has come—career education. It's not such a difficult concept to understand; yet, it has eluded us for such a long time.

. . . an idea whose time has come—career education.

MISCONCEPTIONS SURROUND CAREER EDUCATION

Career education is what *all* education should be. It is vocational education; but it is *more* than vocational education. It is college preparatory education; but it is *more* than that. It is work experience; but it is *more* than work experience.

Career education is education which enables an individual to develop his creative potential and which guides him in the constructive use of his talents. It is an education which prepares a person to apply his skills—mental and manual—in an ever-changing world of work.

I think that the concept of career education has been long in coming because of the way we tend to compartmentalize education. In high school, for example, there may be one curriculum for the college-bound youngster—and vocational education or industrial arts programs for the rest.

The stigma attached to vocational education, however, reveals the deep bias which many Americans have against job preparation. It puzzles me that so many men and women, who have proudly worked in trades and now hope that their children will aspire to college educations, disdain their former occupations.

As one who *has* worked with his hands, it saddens me. A high school education which does *not* equip a graduate with job training or direct him to a suitable form of postsecondary education, and a college education which does *not* prepare a graduate for a career are *not* really education. In a way, they are a fraud.

. . . they are a fraud.

I do not believe that career education will achieve respectability until some attitudes are changed and some widely held false notions about education are dispelled. One who achieves high personal attainment in life is generally regarded as a success. But, unfortunately, college attendance is considered a prerequisite to such attainment. It has become the imagined passport to "getting ahead."

We seem to have forgotten our own humble heritage. We were not a nation of lawyers, doctors, and statesmen only; but also of pioneers, farmers, and blacksmiths. We seem to have forgotten that human dignity, honesty, integrity, and leadership do not reside on the college campuses alone. We seem to have forgotten the dignity of work.

We . . . have forgotten the dignity of work.

It is this regrettable confusion in our values which is perhaps responsible for the nose dive which American attitudes have taken toward workmanship and craftsmanship and the undue emphasis we have come to place on higher education and white-collar jobs.

You may recall the assessment made by former Secretary of Health, Education, and Welfare John Gardner: "An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is a humble activity and tolerates shoddiness in philosophy because it is an exalted activity will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

TRADITIONAL EDUCATION NOT SUITABLE FOR ALL

We are concerned today about colleges and career choices, about matching students with opportunities, and about realistically preparing our young to be not only *informed citizens* but also *productive members of society*. This means, in part, providing options and opportunities to those youngsters who have the ability and the ambition to pursue college educations. It also means providing options and opportunities for the majority of youths who would benefit better from other training.

I believe there are all too many youngsters in our colleges today who simply should not be there. That such young people are in college is much more likely to mean that college has become an exaggerated status symbol rather than that our national educational level is being upgraded.

Many of these young people do not have the ambition, the drive, or the ability to take advantage of higher education. It is a waste of time, money, and effort to expose to the liberal arts, as we do, young men and women who have no real interest in, or capacity for, such academic courses.

Certainly, the most futile and unproductive fad to be taken up by colleges and universities in recent years has been the relaxation of standards: the watering down of requirements, which has often resulted in admissions of ill-prepared and unprepared individuals on the mistaken theory that everyone is somehow entitled to a college degree and that everyone is equipped to do college-level work.

. . . [college] fad: . . .
the relaxation
of standards.

The swift upward climb of college enrollments in recent years indicates to me that we have gone far afield in assuming that the academic milieu is for everyone, irrespective of his or her own talents and interests. The misconceptions about higher education in this country, as they have developed in recent years, have contributed as much as anything else to swelling the ranks of the dropout generation.

I have always felt that one of the great myths foisted on the young people of America during the past 20 or 25 years is the one that says "You'll get nowhere in this life without a college education." Millions of American parents have scraped and sacrificed and millions of their children have worried themselves into premature gray hairs, because society—in almost every strata—has insisted on the absolute necessity of "having been to college." Little thought seems to have been given by parents, students, or, indeed, educators as to whether the individual who was being cajoled, goaded, or forced to go to college, possessed the basic intellectual and psychological assets needed to make a college education fruitful or even advisable.

It is true that, since the end of World War II, society has gradually receded from the attitude that a college graduate is some kind of a superior being. But there still persists the attitude that the lack of a college education carries with it some undefined stigma.

OCCUPATIONAL TRAINING OPTIONS ARE NEEDED

Commissioner of Education Marland has estimated that "Of those students currently in high school, only 3 out of 10 will go on to academic college-level work; and one-third of those will drop out before getting a baccalaureate degree. That means that 8 out of 10 present high school students should be getting occupational training of some sort, but only about 2 of those 8 students are, in fact, getting such training."

I do not believe that the answer lies in encouraging or pressuring high school students to overcrowd our colleges. I believe that what *is* required is a timely and frank assessment of a student's interests and talents and the provision of education and training *appropriate* to his or her ambition. This is career education, and I believe it lies at the heart of equal education opportunity. We owe this kind of preparation for life to every student.

. . . a timely and frank assessment of a student's interests and talents. . .

You may think from Commissioner Marland's increasingly frequent remarks about career education that the idea is an Administration brainstorm. Well, it isn't. Some of us in the Senate have long been concerned about the need for a closer relationship between education and the world of work. And there is further legislation pending in the 92nd Congress which reflects the consensus that the federal government should play a greater role in encouraging the development of career education.

S. 659, the Education Amendments of 1972, focuses on career education from several angles. The Senate-passed bill particularly emphasizes the importance of combining education and work opportunities. The provisions regarding community colleges take sharp notice of the special contributions these unique institutions make in the area of career education and educational opportunity.

COMMUNITY COLLEGES OPEN DOORS

The newest member of the education family—the 2-year college—has shown remarkable growth and acceptance. In 1960, there were some 678 junior colleges enrolling 660,000 students. By 1970, there were over 1,000 junior colleges with nearly 2.5 million students. And it is estimated that by 1975 enrollments will exceed 3.3 million.

This enthusiastic acceptance of 2-year colleges is indicative of how successful they have been in meeting educational needs. They bring education and training opportunities to their communities—reflecting the economic needs of the area.

Through close ties to local businesses and industry, they are able to direct their programs to local employment needs. Their value lies, too, in the many options they provide—not just for the recent high school graduate and new worker, but also for the veteran adult worker, as well as for those reentering the work force and those who are updating their skills or acquiring new skills. The American Association of Junior Colleges estimates that "Community junior colleges currently offer more than 14,000 occupational educational programs—and more are on the way."

These schools are called "The Open Door Colleges"—not to be confused with open enrollment—but *open door* colleges because they open the doors to numerous education and training opportunities leading toward satisfying and meaningful careers. They open doors to individuals who might not otherwise pursue postsecondary education. They open doors to innovations in job preparation, academic and remedial education. Career education has been the byword of the community college phenomenon.

. . . open the doors to numerous education and training opportunities. . .

We, in the United States Senate, would like to build upon the successes of the community college. Under S. 659, we would add a new Title X to the Higher Education ACT authorizing grants to the states and territories of the U.S. for a survey of postsecondary education programs in community colleges.

This Title would also authorize grants to assist the states and localities in establishing and expanding community college education so that every person would have the opportunity to attend a community college within a reasonable distance from his home.

Title X would also establish a Community College Unit within the Office of Education to coordinate all programs administered by the Commissioner of Education which affect community colleges.

VOCATIONAL EDUCATION ACT PROVIDES TOOLS

Another important facet of career education is the vocational education program available to a youngster, particularly during his/her junior high and high school years. Here he/she can bring into focus his/her interests and aptitudes.

Our vocational education curriculums can be made more relevant to the needs of those youngsters who will make their careers in business, industry, and the trades. Our young people can, and should, have broader exposure to various occupations through closer contact between school and work.

Our young people . . .
should have broader exposure
to . . . occupations.

The Vocational Education Act of 1963, as amended in 1968, can be the vehicle through which career education is provided to the 8-out-of-10 youngsters who will not complete college educations. S. 659 would extend certain parts of the Act for 3 years through fiscal 1975, including provisions for exemplary and innovative programs to stimulate new ways to create a bridge between school and work for young people still in school, or who have graduated or dropped out, or who are in postsecondary vocational education training.

Several other programs which I believe are of critical importance in the transformation of vocational education into career education would be extended by S. 659. Grants to the states are authorized for cooperative vocational education programs, carried out through arrangements between schools and employers. These programs can provide students with actual work experiences related to their occupational education.

Another vital vocational education program under the Vocational Education Act which would be extended is the work-study program. This program provides part-time employment to students while attending school and is intended to encourage and enable dropouts to return to school, and to provide opportunities for students to learn about the various kinds of occupations and, for some, a first experience in being employed.

Also important is the program of grants and contracts for curriculum development in vocational and technical education. This program, too, would be extended for 3 years.

Another feature of the pending higher education legislation—as it relates to vocational career education—is the creation of a bureau within the Office of Education to be responsible for the administration of all vocational, occupational, career education, adult, and continuing programs. The House and Senate bills, currently in conference, differ somewhat in specifics but both recognize the need to give greater visibility to these important programs.

The Senate Committee on Labor and Public Welfare, which reported S. 659, was sorely disappointed at the lack of order and internal organization within the Office of Education. To insure that the intent of Congress be carried out with regard to vocational, career, and adult programs, therefore, we find it necessary to legislate the internal organization of the Office of Education.

FEDERAL CONCERN ENCOMPASSES ALL LEVELS OF HIGHER EDUCATION

The federal concern for career education is not limited to the special contributions of the community college and the importance of effective vocational education programs. It encompasses *also* the 4-year college and university. Educational opportunity means the availability of choices to students of all ages and at all levels to develop their *individual talents* and to positively employ those talents.

What is required to help guide the *right student* to the *right place* at the *right time?* And what *is* the federal role in encouraging career education at the higher education level? The testimony received at Education Subcommittee hearings and the reports of major higher education commissions and study groups over the past few years lead me to wonder *how* it is *possible,* if at *all*—given the present structure of higher education and degree requirements—to provide options to students. There seems to be a tendency in higher education—as in many other areas—to allow past accomplishments and achievements to blind us to present failures and inadequacies. But there has been increasing criticism of the traditional concept of higher education: e.g., that it takes place at a given point in a person's life and is administered by a professor to a group of students. And this criticism comes from within the higher education community as well as from outside.

I have always been amazed at how well higher education has managed to isolate itself from the real world; how ill-prepared many college graduates are for careers; and how poorly their training relates to their own job expectations and to the manpower needs of the country. If learning and training are part of a life-long process—and I believe they are—then higher education *must* adjust to this reality.

higher education has managed to isolate itself from the real world.

"CARNEGIE COMMISSION ENDORSES CONCEPT OF CAREER EDUCATION"

The Carnegie Commission on Higher Education has definitively outlined the need for improvement of educational processes and techniques and has vigorously recommended the greater concentration of efforts on meeting this need. Just a year ago, the Commission noted that young people should be given more options "in lieu of formal college, to defer college attendance; to drop out from college in order to get service and work experience; and to change directions while in college." The Commission recommended that "opportunities for higher education and the degrees it affords . . . be available to persons throughout their lifetimes. . . ," and that "More educational and career opportunities should be available to all those who wish to study part time or return to study later in life. . . ." These remarks constitute a solid endorsement of the concept of career education.

MAJOR FEDERAL THRUST IN AREA OF STUDENT FINANCIAL AID

To date, the federal responsibility for the development of career education at the college level has been limited. A major thrust, I would say, has been in the area of student financial aid. The high cost of college today severely limits the prospects of students from low- and middle-income families for higher education. I believe that eliminating the financial barriers to higher education is an important part of achieving equal educational opportunity and providing the students who do possess drive and ability with the chance to further their potentials. The availability of substantial federally supported student aid programs has, I believe, a considerable impact on college and career choice.

With the Higher Education Amendments of 1968, the federal government assumed a greater responsibility for career education at the higher education level. This legislation authorized federal grants to institutions of higher learning for the planning, establishment, and expansion of cooperative education programs. And, of course, a number of colleges have been providing career education via their cooperative education programs before the term "career education" came into use. I am pleased that the Administration is requesting a solid appropriation of $10.8 million for these programs in Fiscal Year 1973.

PROPOSED FOUNDATION WOULD ENCOURAGE REFORM

A final development, which is of special significance for career education at the higher education level, is the proposed National Foundation for Postsecondary Education. By means of such a Foundation, the federal government could play a meaningful, but indirect, part in encouraging the innovation, reform, and experimentation so needed in higher education. Just as the National Science Foundation plays this role in science and the National Institute of Health does in medical research, the National Foundation for Postsecondary Education could stimulate the development of career education in higher education. For example, one of the expressed activities of the Foundation is "the creation of institutions and programs involving new paths to career and professional training, and new combinations of academic and experiential learning."

Provisions for the Foundation were contained in the Senate version of S. 659 but not in the House-passed bill. Its future in the 92nd Congress is not encouraging. However, it is a good idea; and good ideas have a way of resurfacing.

GOAL: FINANCIAL HELP AND APPROPRIATE PROGRAMS FOR ALL

Career choice involves a number of factors. Indeed, it includes putting the *right* student in the *right* place at the *right* time. It means that, if this combination carries a high price tag, the student will have financial resources available to help pay for it. It also means that the choices and programs actually exist which will meet his needs and aspirations. This must be our goal at all levels of education. I believe the federal government will and should continue to be involved in this important effort.

THE IMPACT OF CHANGING EVALUATION PATTERNS ON COLLEGE ADMISSIONS

E. E. Oliver

Interest in changing the traditional patterns of evaluating students is clearly ascending. Current educational literature abounds with articles dealing with evaluation. Reports of schools and colleges departing from traditional grading systems seems to be increasing—almost as rapidly as surveys to discover what's happening. And several groups of college admissions officers have issued warnings about precipitous changes. From this ferment come some persistent questions: Why the renewed interest in evaluation? What arguments are advanced for and against grading? How extensive are the changes in high schools and colleges? And, especially for our purposes today, what impact are these changes having on college admissions?

SOME REASONS FOR CURRENT INTEREST IN EVALUATION

The current educational scene provides clues to the reasons for the heightened interest in evaluation. Active student concern for their educational environment is a major factor, with a number of reported shifts in grading practices resulting, directly or indirectly, from student pressure. The quickened pace of life leads increasingly to a search for ways to reduce external pressures—and grades rate high as an external pressure in the educational system. The "new student" described by Patricia Cross is entering college in increasing numbers, feels this pressure keenly, and regards it as part of a hostile environment.[1] And psychologists and professional educators have renewed their attacks on grading as an inadequate method of evaluation at best, and a deterrent to learning and to emotional well-being at worst.[2]

. . . . grades rate high as an external pressure. . .

GRADES: PRO AND CON

The extreme position of opposition to grades as a method of evaluation was summarized in a recent article in *Changing Education*: "The grading system in our schools is an anachronism which . . . belongs to a bygone era. Grades divide us and make false distinctions among us. Grades give us wrong priorities and wrong motivations. Grades hinder our becoming all we can become, as individuals and as society. Grades must go."[3]

Despite the familiar and obvious appeal of many of the arguments against grading, some cautionary notes have appeared. A careful investigation of the pass-fail system at Princeton led to the conclusion that "the pass-fail system is not the panacea that some educators envisioned." In fact, many students believed that they "learned more, worked closer to their capacity, were more motivated to learn and more actively participated in numerically graded courses than ones marked pass-fail." Even more significantly, these beliefs were confirmed by the students' actual performance.[4]

At Cortland College of the State University of New York, investigators have completed a "controlled evaluation of the effects of both one-course and complete pass-fail grading on academic performance."[5] The title of their report summarized their findings: "Academic Achievement Declines under Pass-Fail Grading." Not only was the academic achievement lower in those groups, but taking courses on a pass-fail basis "also impaired subsequent academic performance under traditional grading."[6]

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[1] K. Patricia Cross, "New Student of the 70's," *The Research Reporter* (Berkeley: The Center for Research and Development in Higher Education, University of California), 6(4), 1971.

[2] See W. Scott Bower, Joe L. Boyer, and Elinor A. Sheirer, "Research Related to Academic Achievement Motivation: An Illustrative Review," *Theory into Practice*, February 1970, pp. 33-46; John Holt, "I Oppose Testing, Marking, and Grading," *Today's Education*, March 1971, pp. 28-29.

[3] Ernest Priestly, "The Only Good Grades Are Good Grades," *Changing Education*, Spring 1970.

[4] Marvin Karlins, Martin Kaplan, and William Stuart, "Academic Attitudes and Performance as a Function of Differential Grading Systems: An Evaluation of Princeton's Pass-Fail System," *The Journal of Experimental Education*, Spring 1969, pp. 38-50.

[5] Richard M. Gold, Ann Reilly, Robert Silberman, and Robert Lehr, "Academic Achievement Declines Under Pass-Fail Grading," *The Journal of Experimental Education*, Spring 1971, p. 18.

EXTENT OF CHANGES IN GRADING PRACTICES

While the debate continues, how have actual grading practices in high schools and colleges been affected?

In the spring of 1971, the American Association of Collegiate Registrars and Admissions Officers (AACRAO) conducted a survey of the grading policies in their member institutions.[7] Replies to a mailed questionnaire were received from 1,301, or 77%, of the 1,696 member institutions. One might summarize the results by saying that many institutions are testing nontraditional grading systems cautiously, but only a few have taken the plunge completely. While 46% reported using grading systems which combined traditional and nontraditional policies, only 2% stated they were using nontraditional systems exclusively. The pass-fail or credit-no credit system is clearly the most popular of the various departures from the traditional A to F grades, but the colleges using the system have, almost uniformly, limited its application by controlling the number or type of courses in which it can be used. Ninety-four percent indicated that less than half of their courses could be taken on a pass-fail basis; 61% indicated that fewer than 10% of their students take courses on this basis, and another 20% estimated the number to be between 10% and 25%. Only 5% of the respondents to this item stated that all students utilize the option.

Another much-talked-about innovation—eliminating failing grades—also seems to be far from common practice. Less than 2% of the responding institutions have taken this step. Another 1% assign failures but do not record them, while an additional 1% record failing grades but do not report them on transcripts. An overwhelming 96% assign, record, and report failing grades. Analysis of this item reveals little variation by type, size, control, or location of institution.

One cannot escape the conclusion that, if the time has come for the idea of abandoning traditional evaluation patterns in American colleges, most of the ivory-tower clocks are running slow.

If the time has come
[to change] . . . most of
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clocks are running slow.

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[6] Ibid., p. 19.

[7] "The AACRAO Survey of Grading Policies in Member Institutions," AACRAO Office, One Dupont Circle, Washington, D.C., 1971.

We are less certain of the status of grading patterns in American secondary schools. Certainly the public debate over methods of evaluation at this level is widespread—and began earlier than at the college level. A nationwide sample survey of public school teachers by the NEA Research Division in the spring of 1969 revealed that 83% of the secondary school teachers responding used report cards with letter grades, another 9% with numeric grades, and 10% with percentage grades.[8] Allowing for some overlap among these several methods, there would still appear to be very few secondary school teachers using nontraditional marking systems. In a survey of a sample of 807 secondary schools by the National Association of Secondary School Principals earlier this year, 97% indicated they compute rank-in-class. (When the principals of those schools computing rank-in-class were asked whether they would continue to do so if they were free to decide, 16% said they would discontinue ranking entirely, 16% said they would change the ranking procedures, and 63% said they would continue the present procedures.)

As many admissions officers will testify, there has been a sharp increase in the number of inquiries from high schools regarding possible changes in patterns of evaluation—and the implications of such changes for college admission.

We have, then, at both the high school and college levels, ample evidence of renewed interest in evalution and some evidence of reduced emphasis on traditional grades. We also have evidence to suggest that the rhetoric of change far exceeds the reality. While there is considerable experimentation at the college level with modified grading systems—especially pass-fail grades—there is no evidence to date of any large-scale abandonment of traditional grading systems. And if 97% of the high schools still calculate rank-in-class, there is certainly no wholesale embrace of nontraditional grading systems at the secondary level.

The rhetoric of
change far
exceeds the reality.

IMPACT ON COLLEGE ADMISSIONS: FRESHMEN

With this background, one may ask, "Is there, then, any need to consider further the impact of changing evaluation patterns on college admissions?" The answer is "Yes." First, because there are now some specific college admissions problems resulting from such changes. Secondly, because the inquiries concerning probable college responses to further changes seem to be on the increase. And finally, because both college admissions officers and those contemplating changes in systems of evaluation must attempt to gauge the future and prepare to meet it.

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[8] "Marking and Reporting Pupil Progress," *Research Summary 1970* (Washington, D.C.: National Education Association Research Division), p. 31.

Insofar as the impact on college *freshman* admissions is concerned, there are several kinds of evidence available. In the spring of 1971, AACRAO also surveyed its member institutions on the subject of the use of high school grade point average and rank-in-class in college admissions. The results of the survey, which have not yet been published, indicate that 84% of the 1,191 institutions responding use high school rank-in-class or grade point average in making admissions decisions. Ninety-two percent responding to another item on the survey indicated that they require or request high school rank-in-class or grade point average. (This is precisely the same percentage obtained in response to the same item in a March 1966 AACRAO survey, with 1,106 responding colleges and universities.) Thus the great majority of colleges are still obtaining, and using, evidence of academic achievement derived from traditional patterns of evaluation.

The survey also asked the colleges to indicate their response to inquiries from the schools concerning a change in grading systems. Approximately one-fourth of the survey respondents did so. A review of their reactions leads to the two following conclusions:

1. Open-door and relatively unselective institutions indicated they would have no difficulty adjusting to the absence of high school rank or grade point average in admissions, although a number indicated that placement in appropriate college programs would be more difficult. It was also noted that some public university "open doors" are not so open to out-of-state applicants, and greater difficulty would result for those candidates for admission.

2. The more selective institutions indicated they would be severely handicapped if class ranks or grade point averages were unavailable. Smaller institutions indicated they would have to rely heavily on test scores and candid recommendations from the school; larger institutions indicated, almost unanimously, that they would have to rely on test scores. Both large and small deplored the prospect of relinquishing the proven predictive power of high school ranks or grade point averages.

Comments of individual admissions officers indicate the range of opinion. It was difficult to select among them—but the following will give some of the flavor:

1. From a large public university in the Southwest:
   "We have indicated to these schools that if they eliminate ranking students who graduate, then their graduates will need to meet the entrance requirements . . . for students who have graduated from nonaccredited schools or who have graduated in the 4th quarter from an accredited high school."

2. From a private university in the East:
   "We also indicate that in the absence of grades (in some form) we will be forced to rely more than ever on standardized test results. We surely do not have the time or staff to review long teacher reports subject by subject and then make comparisons among several candidates for one opening!"

3. From a small, private liberal arts college in the South comes a pragmatic view:
   "Being a private college who has to work hard filling its enrollment, we have to cooperate with the high schools, but I strongly prefer and appreciate a rank that represents the entire class's performance."

4. From a public community college in the Midwest:
   "We admit students who are graduates of accredited high schools and legal residents of the state. The internal grading system of the school is of no importance to us in determining admission. It would affect scholarship help, however."

5. And a public community college in the West:
   "With open door policy all we need is evidence of high school graduation. Let them grade any way they please."

In August 1971, the Admissions Practices and Procedures Research and Experimentation Committee of the National Association of College Admission Counselors (NACAC) conducted a survey of its college and university membership to determine attitudes of admissions officers toward acceptance of applicants with all or some pass-fail courses. Of the 964 institutions surveyed, 617, or 64%, responded. In summarizing the results, the Committee reported that

> a majority of the colleges will require from applicants objective data, e.g., test scores, grade point averages, rank-in-class, which demonstrate previous academic success. This is particularly true in a large state university or a highly competitive institution where students presenting nontraditional transcripts or credentials will definitely be at a disadvantage in the admissions process . . . . Nonresidents applying to state colleges and universities will be at a decisive disadvantage if they present nontraditional transcripts. Students presenting nontraditional transcripts may be penalized when being considered for financial aid and

athletic scholarships. Without grade point average or class rank, colleges will not be able to determine athletic eligibility according to the NCAA 1.6 rule on scholarship when awarding financial aid. However, on the other hand, some colleges indicated a willingness to accept high school pass-fail grading applicants.[9]

To summarize: most high schools still use traditional methods of evaluation and report the results to colleges; most high school principals would, if free to choose, continue the same procedures—although some (16% of a nationwide sample) would discontinue ranking if they could; most colleges request or require rank-in-class or grade point average, and use it in the admissions process; unselective colleges indicate they would accept nontraditional patterns of high school evaluation without difficulty, while more selective colleges view such a prospect with alarm.

The arguments about who has the upper hand in the confrontation are familiar: colleges say that if the high schools agreed to drop grading and ranking, the colleges would have to adjust—although many believe it would be to the disadvantage of the students; high schools maintain that as long as most colleges require or request grades or rank, their communities will not permit them to drop the traditional forms of evaluation.

My own contention is that both are right, and that no substantial change will occur until the college enrollment pressures ease in the early 1980s,[10] and then only if the secondary schools adopt—on a large scale—nontraditional methods of evaluation. The combination would be irresistible for the colleges. Faced—as many are likely to be—with a shortage of applicants, they would protest feebly, if at all, about the absence of the usual information on which admissions decisions are based. The question of whether those decisions would be better or worse for the students—and for society—will continue to be the subject of much public debate.[11,12]

Faced . . . with a shortage of applicants, they [colleges] would protest feebly, if at all. . . .

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[9] "University and College Attitudes and Acceptances of High School Pass/Fail Courses," unpublished report of the Admissions Practices and Procedures Research and Experimentation Committee of the National Association of College Admissions Counselors, pp. V-VI.

[10] G. J. Froehlich and R. C. Carey, "Higher Education Enrollment in Illinois, 1960-2000, with Comparative National Data and Supporting College-Age Population Information" (Urbana: University Bureau of Institutional Research, University of Illinois), December 1969.

[11] Alexander W. Astin, "Recent Findings from the ACE Research Program: Implications for College Choice and Admissions," *College and University*, Summer 1969, pp. 341-356.

[2] Gene Chenoweth, "A Reply to Dr. Astin," *College and University*, Fall 1970, pp. 14-19.

Now under study by the AACRAO-NASSP Joint Committee on School-College Relations is a revision of the "Statement on Rank-in-Class" which appeared in the November 1966 NASSP Bulletin.[13] The current draft of the revised statement opens with four recommendations which may well epitomize the situation at the moment:

1. Secondary schools should continue to compute grade point averages as one element for use in the college admission process.

2. Secondary schools should provide rank-in-class to those colleges which require it as a part of the admission process.

3. If it is the policy of the secondary school not to compute or report rank-in-class, the school should provide an estimated rank when its absence would be detrimental to the student's access to the college of his choice.

4. Colleges should support and assist secondary schools that wish to experiment with other types of data in place of rank-in-class.

IMPACT ON COLLEGE ADMISSIONS: TRANSFER, PROFESSIONAL, AND GRADUATE

Finally, what is the impact of changing patterns of evaulation on transfer, professional, and graduate admissions?

This question was posed to admissions officers in the spring 1971 AACRAO survey. Almost all institutions would *consider* undergraduate transfer applicants for admissions even if their transcripts contained only nontraditional grades. In such cases, however, 40% of the responding institutions would seek additional information about the academic records of the students, and would consider the applications on the basis of this additional information. Another 27% would admit an applicant without regard to the grading system on the transcript. The remainder have not yet developed policies. If some, but not all, of the grades are nontraditional, then 31% of the institutions request additional information and 36% accept the transcript without question.[14]

Insofar as admission to graduate and professional schools is concerned, "More than half of the respondents have not developed institutional policies, while the remainder are about evenly split between those who place restrictions (on admission) . . . when confronted with a substantial number of nontraditional grades on an applicant's record, and those who do not."[15]

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[13] "Rank-in-Class: A Review of the Issues and a New Statement," *Bulletin of the National Association of Secondary School Principals,* November 1966, pp. 76-86.

[14] "The AACRAO Survey of Grading Policies in Member Institutions," op. cit., pp. 22-23.

Governors State University, a new, upper division institution in Illinois, uses a credit-no record system exclusively, accompanied by detailed faculty comments. In a report last month, the University released the results of a survey of the experiences and preferences of employers and graduate and professional schools regarding nontraditional grading patterns.[16] Seventy-four graduate schools who received transcripts from students graduating from institutions with nontraditional grading systems were surveyed. Of the 54 replying, half indicated that the transcripts were processed differently, and 36% of this number stated that the requests for admission were given less consideration. Nearly half of the respondents reported an unfavorable impression on nontraditional grading systems.

Also surveyed were 125 industries and government agencies in the Chicago metropolitan area. Eight agencies and 19 private employers responded. Among the private employers, 90% indicated that students from nontraditional grading systems would be considered for employment, but 55% said that more data would be required in the form of references and test scores, and the same percentage stated that such students would find it more difficult to secure employment.

Responses were received from 71 of the 149 Schools of Medicine and Dentistry surveyed, and 62 of the 144 Schools of Law. The report summarized the findings as follows: "Ninety-two percent of the medical and dental colleges that would accept an application based on a nontraditional grading system indicate that the candidate would be at a substantial disadvantage if he submitted an application on the basis of a nontraditional grading system. Approximately 86% of the law schools supported a similar position."[17]

Thus the immediate outlook for a student wishing to transfer as an undergraduate with some, but not all, nontraditional grades, would seem to be good; if all of his grades are nontraditional, he may encounter some difficulty in transferring as an undergraduate, and he is almost certain to encounter difficulty in gaining acceptance to professional or graduate school.

Prospects for change in this picture in the future would also seem to depend more on enrollment pressures than on philosophies of grading. While there will

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[15] Ibid., p. 3.

[16] "A Report of the Sub-Committee to Survey the Acceptance of Non-Traditional Grading Patterns by Government, Industry, and/or Graduate Institutions—1972" (Park Forest South, Ill.: Office of Admissions and Records, Governors State University) (in cooperation with AACRAO Committee on Institutional Studies and Operational Analysis).

[17] Ibid., p. 25.

Prospects for change . . . seem to depend more on enrollment pressures than on philosophies of grading.

undoubtedly continue to be some institutions that move toward more nontraditional patterns of evaluation, the chances for widespread movement in this direction are not good unless undergraduate, professional, and graduate schools need more applicants.

A concluding, and somewhat sobering, note. The 1965 review by Hoyt of the research on grades as predictors of adult achievement covered 46 studies grouped into eight categories: business, teaching, engineering, medicine, scientific research, miscellaneous occupations, studies of eminence, and nonvocational accomplishments. In each of these areas the results provided evidence to suggest that college grades had little or no relationship to any measure of adult accomplishments.[18]

As long as grades serve as fairly accurate predictors of future grades, they will be treasured by those who expect colleges to give priority in admission to the students most likely to succeed academically. We have not yet found a way to predict "success in life," or to apply such predictions to college admission. Until we do, I suspect that grades are likely to remain a common element in the transition of students to and among colleges—unless we reach the point where colleges need more applicants and schools decide, at about the same time and in a nearly unanimous fashion, that grades must go.

COMMENTARY

J. Douglas Conner

I didn't try to adjust my statements in terms of length, so they are short; I hope they are concise. I guess I really ought to lead off by saying that Gene Oliver and I have been working on the same type of projects for AACRAO, and I was not surprised to find that he had pilfered most of my references. I was able to salvage a couple so I'll ask you to forgive the duplication that does exist. There are some interesting paradoxes, I found, that operate in the area of changing evaluation patterns, and I think I want to concentrate on these as part of my comments.

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[18] Donald P. Hoyt, "The Relationship between College Grades and Adult Achievement: A Review of the Literature," *ACT Research Report No. 7* (Iowa City, Iowa: The American College Testing Program), September 1965.

CHANGES IN EVALUATION NOT INNOVATIVE

1. The phrase "nontraditional grading systems" is somewhat synonymous with innovation and educational change. That's the way you hear these patterns being discussed, in terms of avoiding the lock steps of education and so forth. Witness a reference from Smallwood in the *Harvard Education Review*: "While the other colleges invented and reinvented scales using numbers, Michigan did away with the conventional marking system. It is well to realize that here is the first evidence that the accepted method of evaluating students was not the most desirable. In 1851, the students at Michigan either did or did not pass their work." So much for *new* innovation in education.

SELECTIVE INSTITUTIONS BOTH DEMAND/REJECT GRADES

2. The AACRAO survey of grading policies indicates that the more selective institutions would be severely handicapped if class ranks or grade point averages were unavailable from high schools. Yet at the college level, the AACRAO survey shows that the 4-year institutions with graduate and/or professional programs have the smallest percentage of traditional grading systems and the highest percentage of nontraditional systems. In other words, the selective institutions, such as the 4-year institutions with graduate programs, are most dependent on grades and rank in class from high school, yet they are the least traditional in their own grading systems. I think that's just great.

GRADES PREDICT AND DON'T PREDICT

3. The study by Don Hoyt indicates that college grades will not predict adult achievement. He admits that we need better criteria for adult achievement. However, there is certain evidence to support the use of high school grades and test scores to predict college grades or success in college, if you want to label it that way. Sandy Astin notes, "Thus the information about student scores on tests of academic aptitude is not completely redundant with information about his average grade in high school. It can be used to make more accurate the prediction of his academic performance in college." Astin also notes that the student's chances of dropping out increased as his freshman grade point average decreased. Thus, being able to predict college grades is also related to the problem, in a sense, of college dropouts. Now, I will agree with Dr. Tyler in what he said of this self-perpetuating system that exists. Nevertheless, I guess I'd have to ask, "Are we trying to predict adult achievement or college performance as measured by grades?"

ALTERNATIVES FAVORABLE TO EMPLOYERS

4. The Governors State University study on the acceptance of nontraditional grading patterns by employers and graduate and professional schools was measuring a reaction to a departure from tradition. You would expect reactions to favor what the prevailing system provides because experience with traditional grades has provided a workable set of criteria over the past years—that's what ACT and College Board are all about in a sense. I think it is far more interesting to look at the possible alternatives the study revealed. One is that the governmental agencies in the study indicated they did not need college grades because they based employment on the applicant's Civil Service Exam test score. Isn't this the type of alternative that most colleges suggest, even in our study—more reliance on academic aptitude tests in the absence of grades or grade point averages? The industrial organizations indicated that the third most important criterion in selecting employees was the quality and reputation of the institution.

COLLEGES SHOULD SOLVE DILEMMA THEY CREATED

To conclude, let me suggest a solution to the problem of nontraditional grades from high schools for college admissions officers. We have already shown that the more selective colleges use the nontraditional grading systems the most. Hence, selectivity correlates with nontraditional grading system. Let college admissions officers then apply this same reasoning: the more nontraditional the grading system a high school uses, the better academic reputation it has. That is, the absence of traditional grades dictates academic quality. If admissions officers use that as a rule of thumb, it would solve the problems for the high schools trying to decide the type of grades or grade point averages to report in order to insure that their students get full admission consideration. All high schools could use nontraditional grades which, as proven by the colleges, indicate academic excellence. Colleges initiated the problem of a nontraditional grading system. They owe it to the high schools to use this reasoning to solve it. Let's hear it out there, all you admissions officers!

COMMENTARY

Harold Temmer

I think I will put aside my prepared text and talk a little bit about what I see in grades and evaluation from my 26 years' experience in this "racket," both as an admissions officer and registrar.

I use the word "racket" in the full meaning. I had a young kid from a local junior college come in the other day to interview me since he was writing a term paper on admissions. I happened to refer to the education "racket." He looked very shocked and wanted to know why I called it a "racket." I said, "Well, there are times I feel like we're perpetrating a fraud on the American public." I don't know how that's going to come out in his term paper!

GRADES AS PREDICTORS

First I'd like to talk about evaluations or grading and then speculate on whether these are really the issues vis-a-vis undergraduate teaching and other freshman variations on the theme.

In the first place, we work very hard at admitting those students who are quite obviously able to succeed and graduate from our university so we aren't placed in the embarrassing position of having to teach. Having perpetrated this hoax we then take a regression equation, divide it into variables—the high school performance, the test scores, and a phony variable called "freshman year grade point average"—and grind the amalgam through the computers.

We come up with a prediction of, maybe, .5, which thrills us because that is reasonably good. Then we wring our hands when we realize that it accounts for only 25% of the variance. Then we wonder what's wrong with the test scores and the high school grade point averages. Nobody has asked what is wrong with that pure factor "the freshman year grade point average," which is the most unreliable measure we have on the campus. We have assumed, rather, that it is pure and supreme and cannot be challenged.

PERPETUATION OF THE FRESHMAN FARCE

But we don't really look at what happens during the freshman year. We don't begin to think about the paucity of senior faculty teaching freshmen students. We have this phenomenon of "dummy English," for example, and how does that come about? Well, all of our English majors major in drama, literature, and poetry. In some of the midwestern schools I surveyed a few years ago, I found in the secondary English teacher-education curriculum *one* course beyond the freshman year in writing. The rest were in literature, drama, and poetry. So we grind out people whom we send back to the high schools to teach literature, drama, and poetry. But when they get back there, they find out they're supposed to teach writing, which they've never been taught to teach. Then their students arrive on our campus and they can't write!

We then assign teaching assistants (TAs) who are first-year graduate students majoring in literature, drama, and poetry to teach them how to write. These TAs, in the meantime, are busy trying to make their graduate grades, support their families, and hopefully, to stand well with their committees so they can advance to candidacy. Occasionally we get a plea for a learning center, a teaching center, or a writing center so some skilled professionals can teach kids how to write. But the other case is the rule.

THE GUIDANCE GAME

Another thing that plagues us is a lack of guidance and counseling support. I don't know how far down this goes into the high schools. How many high school counselors do we have here who have a counseling ration of less than 200:1? What else are we talking about?

Last night we heard great emphasis on skill-oriented postsecondary activities. Well, what about this old philosophy we used to give to undergraduates to do their own thing? I've always advised freshmen, for example, to have an objective, change it as frequently as they like, and to major in whatever they enjoy because they aren't going to be earning a living in what they majored in anyway.

How many of you are really working the the field you majored in as an undergraduate? I was a major in pure mathematics and when I found out I couldn't make a living at it, I went into university administration. My daughter majored in political science and history, and I was thankful that she managed to graduate knowing full well that she could not earn a living at it. But she at least got an education and experience. She learned some things she would not have learned otherwise, she learned to read some history, and it was a rich experience for her. Right now she is going to a school for court reporters so she can learn a trade and earn a living. The school's tuition is $3,000 for 18 months—including the machine but not the paper, which is 40 cents a roll at about three rolls a week. My daughter and I have talked about this a lot and, as a matter of fact, for Christmas I gave her an apron which says, "For this I spent four years in college." She wears it while she does the dishes and a few other things. After considering whether or not she should have learned a skill when she was in college, she decided that, given all the options, she would not have done it any other way. Well, that's one side of it.

Cold chills ran up and down my spine when I heard that HEW does a survey of the manpower needs, projects it 4 or 5 years hence, and then says to the freshman class, "We need 'x' number of majors in math, 'y' number in history, etc., and they will all fit into these molds in order to meet our manpower needs [which may change in 4 years]." This just scares the devil out of me.

I'm sure we won't get to that point, knowing college students as I do, but I'm afraid to call the campus to see what's happening today. If we try to force students into majors they don't want, to feel what they don't want to feel, and to do things they don't want to do, we're going to force that ominous accounting for only 25% of variance factor down a little bit.

EVALUATING GRADING AT SAN DIEGO

Let me come back to my own campus because I am more familiar with it than I am with others. We went through our own campus trauma of trying to evaluate whether or not we wanted to change our grading system, which is now A, B, C, D, F, Incomplete, and some Pass/Not Pass. A student can take, on the average, one course for Pass/Not Pass a quarter, so that he/she can end up with 12 such courses in 12 quarters. Otherwise the students stick to the traditional grading system.

In reviewing our grading system with the Committee on Educational Policy, I made several observations. For an example, I referred to a midwestern university in the late 1930s where, in order to pass from lower division to upper division work as a chemistry major, one had to have a B average, but the upper division chemistry courses were all graded on a curve. In other words, you start out with B students at the junior level and then grade on a curve. So the first thing I said in trying to give advice to our Committee on Educational Policy was, "Well, we're admitting A and B students and what do we do with them?" In other words, on a 4-point grading system, with A as 4.0 and so on, the median grade point average for our entering class last fall was 3.5, with 15% of them having a straight-A average in high school. Our mean SAT scores were 545 on the verbal and 588 on the math. "Let's look at the grade distribution. If we find that the faculty is reacting to the talent we're admitting, then maybe our current evaluation system is working out all right."

We found that the faculty was reacting, that we did not have bell-shaped distribution of grades at every level. In the lower division level, for example, only 8.5% of the grades given were D, F, and Incomplete. At the upper division level we had A's, B's, and C's to the tune of 82%, with D's and F's and Incompletes at 10%. At the graduate level, we had a comparable performance. In other words, the faculty was reacting to the quality of the student body coming in; it was unlike the chemistry situation I described earlier. I think that is probably changing now. Our academic disqualification in June runs between 2 and 3%, and that's a good record, too, considering the quality of the students we admit. We do wonder though, what happens to the ones who were in the top 12½% of their high school class and who don't make it.

STUDENTS AND FACULTY DEFEATED ABC SYSTEM

At one point we proposed an ABC system only, no D's or F's. Guess who rejected this concept? The students. For example, the hard-science majors in math, physics, chesistry, and so on said, "Look, I'll be very happy to take my D in humanities and complete my breadth requirement because I just don't like the stuff anyway, and I'll go ahead and make my A's and B's in the hard sciences."

And the faculty, listening to the students, backed off for another reason. Some of the faculty were fearful that C would broaden to D so that you would have a very broad-base C on an ABC system because faculty basically haven't much courage when they face a student they are going to fail. They know this weakness, so they dumped the concept of an ABC system. So I think the faculty is committed to staying where we are with the traditional grading pattern, with one exception. They summoned up a lot of courage and allowed a student to repeat D's and F's up to the first 16 units. They recommended those courses repeated be expunged from the record because a course that was repeated does not count on the grade point average. Therefore, the student ought not to be stuck with that course appearing on his transcript. That hasn't been approved as official policy yet, but I think that is about the only change that the faculty is willing to undertake at this time.

CONCLUSIONS ARE PARADOXICAL

To underscore what Doug (Conner) emphasized and what Gene (Oliver) referred to, the University of California is very willing to experiment with pass/fail grades and other nontraditional grading systems. The University at Santa Cruz is completely pass/not pass. But we don't like community colleges to do it because we want to see a grade point average for transfer students. And we don't like high school graduates to apply without them because we don't know how to admit them.

So I think we fail.

DISCUSSION

Dorothy L. Kearney (session chairman), Dean, Counseling and Guidance, Citrus College: We're fortunate in having a few minutes left and I'm sure that we'd be happy to entertain any questions or comments from you people in the audience, and please direct them to whomever you would like to respond. No comments? Yes?

James Maxey, Director, Research Services, The American College Testing Program: I deal with these grades all the time. I'm the Director of Research Services here, and it might be of interest to mention that in some surveys that I've done this past year, I've noted that less than 5% of the students who wrote the ACT test (which is in the neighborhood of a million students a year) did not report four self-reported high school grades—and they were of the ABCD variety. So I agree with the comments here by Gene that the great majority of schools throughout the country still are using the ABCDF system. I don't know how that fits in with what you're saying but I'm glad to hear your remarks.

Temmer: I'm glad that you raised the point because I've been curious in the other direction about whether ACT is studying alternatives to the self-reported grades in view of the prospect that there may be a widespread movement in this direction. Have you begun to investigate alternatives as a corporation?

Maxey: Yes, real hard right now. There are other alternatives that could go; to be specific for example, we could use the ACT test variables and not use high school average at all. That's one possibility.

First person: What is the philosophy behind eliminating class rank on the part of the secondary schools? Now, in our state, in West Virginia, the largest county with the largest number of high schools, beginning a year ago, eliminated class rank. They didn't say why. In our college we need class rank for scholarship purposes only—certain scholarships. They were provided if we requested for an individual student. Now, they have eliminated that class rank. It is on record someplace. Now, why do they eliminate it? What are the reasons the secondary schools give for eliminating class rank if they already have it upon request?

Conner: I would ask first if there is a high school principal or a school counselor here who has gone through discussions of this with his or her colleagues and has their various arguments available. Is there someone like that? My reaction would be secondhand, but in talking with people from schools and in the meetings of the AACRAO committee, at which we had representation from the NASP group, concerning rank in class, I've heard several arguments advanced and they have to do with the reactions of students and parents to class rank—numeric class ranks distinguish at a very fine point the academic records of high school students, and these distinctions can become a problem for the students and for the school. The students vie for grades in order to improve their rank-in-class position as a status symbol. The parents cling to these evidences of achievement on the part of their sons and daughters and use these evidences freely; and the invidious comparisons that result among students when so much emphasis is placed on this single indicator of achievement are, for many people, a serious problem—so the schools would like to get away from those fine distinctions. One of the recommendations in the draft of this joint statement is, that schools report rank as whole percentile numbers rather than as numeric ranks in class. This, at least for a class of over 100 students, reduces to some degree the number of levels that students can attain and it places several students on the same level; it blurs the lines slightly. But the major objection that I have heard voiced is that it is bad for the climate of the school, it is bad emotionally for some students who become so attached to this as evidence of their own success.

Second person: About four years ago, I worked in a situation where we did a lot of this ranking of students, and one of the problems seemed to be the differences among students and how they were computed: certain courses were counted for some students and for others they were not. Then there was the whole business of a student's grade representing the teacher's judgment of how well the student dressed or how well she liked him, and that sort of thing, rather than any reflection on performance of the student.

Kearney: Yes, your comment?

Third person: Another idea against rank appearing, I think, is closely related to recent changes in the nature of some high schools. As you move towards integrating a school, as you move towards busing, as you move towards removing a student from a school where there is high competition or no competition, whatever the case might be, you will find variations in his rank and this presents a difficult problem to an admissions officer who isn't aware of some of the previous conditions to which the student was subjected and the present conditions to which he may be subjected—and this is especially true in the South and the Southwest. This may definitely affect the rank, academically and emotionally as well.

Kearney: Thank you for your observation. I saw a question over here? Yes?

Fourth person: Let me equate grades and examinations here for a minute because, although they're not directly equatable, one is pretty much a result of the other. About 25 years ago, Jacques Barzun wrote a book entitled *Teacher in America,* in which he said, among other things, that the examination-shy are like fence-shy horses, they've either been trained badly or not been trained at all; and that examinations are not things that happen just in school, they are a recurring feature of life, whether in the form of life and death diagnoses to make or meetings to address or letters to write or girls to propose to; and that the habit of passing examinations is therefore one to get in the habit of even when there's a possibility of getting around it. I only wish to suggest that if we buy the syllogism that exams produce anxiety, and anxiety is bad and should be eliminated, therefore exams are bad and should be eliminated, we perhaps throw out some pretty important babies with some admittedly extraneous bath water; when perhaps our approach should be to teach people how to live with anxiety, to teach them how to adapt to this particular kind of situation that I think is going to be terribly important to them after they're out of the school situation.

Gordon Rhum: At the University of Illinois I think you've done a study on pass-fail grading. I wonder why you didn't comment on that briefly?

Responder: I just didn't want to appear too parochial. The three studies that I'm familiar with, that is in some depth, are the two that I mentioned and the one at the University of Illinois. The one at Illinois, also indicated that the grades which students who were taking a course pass-fail received, that is, the actual grades which the instructors recorded, and these actual grades were stored and used for research, were lower than the grades of students who were taking the course for the traditional grades rather than pass-fail. In some comparisons they were almost a full grade point less. There were combinations of students in the same courses taking the courses for both traditional and pass-fail grades. This same pattern emerged from each of the studies that I'm familiar with.

Fifth person: In these studies, has there been a control? It seems to me that students take courses that are peripheral to their main interests, you know, pass-fail. So there's a self-selection built in there. Are there any controls built in for students who take courses that are key to their central interests on pass-fail and regular grading? It seems to me that you could expect lower grades because the kids are not taking pass-fail courses in their central interests.

Responder: Right, and this has been commented on concerning the Illinois study and the study at Princeton to some degree. But the study at Cortland College of SUNY did have controls. They started out with a group of about 300 freshmen and then they also had another group of a little over 200 juniors; but the freshmen were advised during the summer that they were going to be asked to be part of an experiment, and then when they came in the fall they were asked to select the courses that they wanted to take and they were asked whether they would like to take all of their courses pass-fail or one of the courses pass-fail. They made the decision without knowing at the time whether they would then be taking courses on that basis or for regular grades. Then they were matched and divided into two groups, so there were students taking courses for regular grades that they had previously selected to take on a pass-fail basis and others who were taking them on a pass-fail basis. And there was a distinct, significant difference between the grade point averages earned by those two groups of students. The data was available because, again, the instructors turned in regular grades though the students received only a pass or fail on their record.

Fifth person: Well that's very important.

Responder: And not only that, when they followed up on the succeeding semesters' work, and they followed this for two semesters beyond this year of the experiment, when all students were taking grades on a regular grading basis, the students from the pass-fail side did less effective work than the others and all were from a matched group on high school records and test scores. So this is one of the most critical studies that I have come across.

Sixth person: We have a study like that here at The University of Iowa where students can sign up for some courses pass-fail. One thing we did find was that the better students were taking courses pass-fail; not the poor students, but the better students. And here our system is that a student signs up for a pass-fail course but the instructor doesn't know it. The instructor assigns a grade just as he does for all the other students and then it's the registrar's office that converts the grade to a pass-fail. The instructor doesn't know which grades are converted. And those converted tend to be the higher grades from the better students. Part of this is because a pass doesn't help a student with an average down close to a 2.0 or less than a 2.0; he's looking for something that will help him, help his grade point average, and a pass won't do anything. So better students take pass-fail grades and they do less well in these courses than they do in the other regular-graded courses that they take.

Voice: What's your minimum pass score? I'm interested in your minimum grade for pass. . . . . . a C? In other words a D is not a pass, is that what you're saying?

Sixth person: No, a D is a pass. But the 2.0 [C] is for graduation. I was going to mention another point regarding the faculty's ability to adjust to brighter or not-so-bright students in terms of selection. I took a look at the ACT scores for students taking courses in various departments and, as you might expect, students who tend to major in or take a lot of courses in some departments are much brighter, get higher ACT scores, than students in other departments. So there is really quite a range. O.K. I also looked at the grades departments tended to give and, as you might expect, there was considerable range here—music and ROTC give lots of As and Bs; physics, zoology, some of these, give lots of Ds and Fs. So I said, "Let's see if the faculty realizes whether or not they have good students in their courses. Let's look at the departments, find the abilities of students in these departments, and let's look at the grades given and see if there's a relationship here." We'd expect a positive relationship. I said, "Naw, I'm more sophisticated than that. I know that there won't be any relationship; there will be just a chance relationship. Some departments that have bright students will give low grades and so forth." What I was amazed to find was a rather strong negative relationship, −.45. By and large, those departments that get the best students, the brightest students, give the lowest grades and those departments and those courses that get the not-so-good students give the highest grades.

Seventh person: When you talk about grades, you're talking about something that's been ingrained for 12 years in students, and I don't think this responds to the kind of issues that Tyler raised yesterday, that is, a system that adapts to people as they develop. I can anticipate that you would get about the kind of reaction you get at the college level, because it's pretty well established. But what would happen if you had a system where people were motivated; you know, learning was based on success experiences, interest, and so on? Then, too, I think there is no one really interested in doing in-depth kinds of things to find out what the criteria are that you look at to determine whether people in fact are successful in jobs and in the way they perform.

Responder: I think that's a very valid point. We're so accustomed to extrinsic motivation in our educational system from the very beginning. Even picking kids up, as the Cortland study did, when they enter college is too late to truly test what could be done with an entirely different approach to motivation; and that's something that's very difficult to develop in this system because the grading is so deeply ingrained.

Second responder: I don't know whether this will add a bit or not—I'm really not clear in my reference. [illegible] remember Patricia Cross' new students whom she had identified as kids of blue collar workers and so forth. She said that in a sense they were looking for some kind of reinforcement and that grades were a very positive factor in terms of what they were after. They were looking for positive reinforcement and grades were one source; and in a sense they really weren't looking at some of these chained patterns as completely relevant to their needs. That's not a clear reference, but I just remember that much from her study.

Kearney: Yes?

Eighth person: I think we should keep in mind that establishing a pass-fail system does not eliminate grades. We're simply going from the five-category system to a two-category system. If White's indictment—incidentally, all colleges now have pass-fail systems, you either get through college or you don't get through college—if White's indictment really applied to the grading system, it applies equally well to pass-fail. If he's saying that our grading system is no good, then we are no more qualified to establish a pass-fail dichotomy than we are to give an A or a B, [illegible] B and a C. And incidentally, the bland statement that "There is no relationship between college grades and success in adult life," must be taken with a grain of salt. Otherwise I would expect a small number of these Cadillac-driving doctors to have flunked out of medical school.

Ninth person: As we debate the value of the grade versus the non-grade, I think there are a couple of things that we ought to keep in mind. I'm not entirely sold on the idea that grades or tests are necessarily good ways of teaching people to live with anxiety. I think since anxiety is a part of life and since some things fortunately are learned by people outside the formal school structure, that young people will grow into adapting as part of their normal maturity whether or not the school teaches it to them. I don't think therein lies the value. I think it's very important also not to assume that grades are necessarily the generator of incentive though we've seen some kind of a correlation or relationship between the two. I think very often this reflects incentive and I think this is where you run into some real problems. In some parts of our population the basic incentive is not there; the degree doesn't mean anything and this is becoming a greater characteristic of the college campus. We run into many, many students whose basic incentive is questionable because of their involvements with the society as a whole, and therefore the grade really doesn't mean anything. Someone mentioned, too, the blue collar kind of situation where the grade seems to have some value. I still tend to see it myself as one of the ways in which the establishment (whatever that is) rewards those who are assumed to be in it. And so, in that context with the incentive already there, the grade would mean something. But in others there's something beyond the grade, and perhaps even beyond the school setting, that comes into play here as we discuss the importance of grades and their roles.

Kearney: Thank you for your comment. How about in the back there?

Tenth person: In regard to Pat Cross' work, I think there's also a distinction between a grading system which is positive and one that is punitive. And a lot of institutions seem to be working with or moving in the direction of a non-punitive system: making discriminations in passing with A, B, C, or some such letters, but not awarding the student an F grade which grinds him traditionally for 5 years or even 10 years. And particularly the community colleges, I think, are in with this group. Of course, Pat Cross was speaking most directly to the community colleges. And it strikes me that we are moving strongly in that direction and are eliminating for the most part the punitive aspects of grades but are still discriminating among the positive components.

Kearney: Yes, as a matter of fact, we found this when urged by our students to put in a non-punitive system. We also gave them the possibility of opting to take a pass-fail. We had only about 1% who did opt for a pass-fail type class because they were going to get a grade anyway and this was an experimental thing. But they definitely encouraged us to put in a very high withdrawal policy, so now, in effect, we actually have non-punitive grading. If a student doesn't want the grade he withdraws from the class, even if it's toward the end of the semester.

Eleventh person: I'd like to make two comments. First, I taught for three semesters in a university where I refused to use grades or any aspect of my teaching for motivation purposes. In other words, I just said to them, "You're either going to be self-motivated or you won't be motivated." It took, in every course I taught, at least a semester to keep the students from wanting to kill me, almost literally, because they had spent 12-14 years before that depending upon those external motivations that were referred to earlier. So, we're not going to do anything of significance on the university or college level about non-punitive grading until we eliminate it in the elementary and secondary schools. That's the first point I make. The second point is, and the other gentleman referred to it, as we more and more think of our universities and colleges as political institutions, we're going to have to change our entire notion about grading. Just as when we made tests—they depend upon the objectives—what we do about grading depends upon the objectives of the institutions of higher learning.

Kearney: Thank you very much. I know we're eager to have more comments but I have been told that we must adjourn on time; since some of you are still eager to discuss the issue it might be a good topic for luncheon conversation. I want to thank Dr. Oliver, Harold Temmer, and Dr. Conner for being here. I think it's been a very stimulating discussion.

EXPERIENTIAL LEARNING—FOR WHOM, WHEN, AND WHERE

Kenneth Washington

Very briefly let's take a look back into the history of higher education, just so we can set a framework for talking about what we are going to do with experiential learning. In the early days of higher education, beginning with Harvard, the colleges were elite religious institutions which were a long way away from most people in their design. They were designed to generate and produce teachers and preachers. The preachers advised their congregations to become teachers, and they in turn generated preachers and teachers. There were those who *did* the work of this society, and a long way off somewhere in the stratosphere were those who thought about it and preached about it.

As the history of this country developed from 1862, after the South seceded from the Union, Congress enacted the Morrill Act which created the land-grant colleges, colleges designed as schools for the farmers' sons and to serve a purpose closer to the people. Of course, after these colleges were established, they immediately became elite institutions. Then state colleges developed and *they* became elite institutions. One of these days the community colleges are going to be elevated too.

> *. . . they immediately became elite institutions.*

ROLE OF HIGHER EDUCATION

Now in the twentieth century we find that as the colleges have developed, they have seen their obligations as being in largely two areas: (1) an internal obligation to their own institution and their discipline, and (2) an external obligation. As an internal obligation they were making contributions to the discipline, and we are still doing that. Everyone who writes a master's thesis or doctoral dissertation has to make some unique kind of contribution to the discipline. Then for the external obligation they were generating professionals whom they would send out to work their wiles *on* the people they served, rather than *with* the people they served.

Only in recent years have colleges really been pressed to deal with the communities they serve—whatever the communities may be. During the early years we developed in higher education what I call kingdoms, fiefdoms, and serfdoms, depending upon where you are on the hierarchical ladder. Nonetheless, we have these power bases, and higher education is as hard to move as a cemetery. Anyway, in very recent years we've had a fairly vocal and audible cry that the colleges should become more relevant. That is, they should really deal with the concerns of the people of this society, rather than have the people of this society serve their particular interests. This also includes admitting people to colleges who have never been admitted before and providing courses and services that heretofore have never been provided.

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PUBLIC VIEW OF HIGHER EDUCATION

Despite the Honorable Senator Byrd's opinion expressed at this conference, I don't think that the utterances of the legislature or the wringing of hands of the Secretary of HEW are going to alter the public image of higher education. I like to use the example of a very dear friend of mine, a quite elderly fellow in Los Angeles, who had a third grade education and began working for Los Angeles County as a custodian. Through some initiative on his own part he eventually assumed a position in charge of all of the custodians of all of the Los Angeles County buildings. He retired at something like $1,200 a month. And when he retired, the guy who replaced him had to have—the job specifications said that he had to have—a Master's Degree in Business Administration. We can protest as much as we want but this is where our society is, and I think that in order for all segments of our society to participate we're going to have to look to higher education or postsecondary education to serve most of the people.

SOME COLLEGES ACCEPT LIFE EXPERIENCE

The colleges, as a result of this pressure, have made some concessions to the society which supports them. At the turn of the century we had the development of the community colleges and they are presently growing at quite a phenomenal rate. Community colleges serve a great purpose: they have taken on the roles and the innovative methods that the traditional 4-year institutions didn't want to take on. So we tend to dump a great deal of what we call "ideas of social import" on the community colleges, and they have served as a buffer that keeps the traditional 4-year institutions "pure." One of the things that was dumped on them that has really *made* the community colleges is the work experience that was alluded to by Senator Byrd. Students are provided with a kind of educational experience and a work experience that are supposed to be dovetailed and produce in the end.

. . . community colleges . . . a buffer that keeps the traditional 4-year institutions "pure."

A third thing we saw in relatively recent years was the development of the experimental colleges. The students were saying on campus, "this thing that you've got going on traditionally is really not serving my needs, it's not addressing itself at all to what I came here for, and so I will take my own time and my own energy and run my own kind of classes." This method diffused a great many energies and maybe even provided some worthwhile courses. I understand that a few of those courses, begun in experimental colleges, were legitimized and actually brought into the catalogs, which probably brought the courses' undoing. But that, at least, was a concession on the part of higher education to some of the social pressures.

Development of Ethnic Studies

In more recent years, we have seen the development of ethnic studies. I guess every college in 1968, 1969, or 1970 (except maybe Bob Jones and a couple of other unique kinds of institutions) developed an ethnic studies component. Some of them have wiped them out since then, but at least it was at that time a concession to community pressures, and it's my contention that in order for an ethnic studies course to be legitimate it must have a community component.

Acceptance of Independent Experience

We have seen for years, this thing called "199 courses" or "independent study" where the catalog really doesn't fit the student. We let the student do something on his own and we

We let the student do something on his own and we legitimize it.

legitimize it. Recently, as you've read in the paper I'm sure, colleges have started going toward interdisciplinary kinds of studies where the student picks a subject like ecology or the generation gap--not one of the traditional, categorized concerns—and this subject is studied from an interdisciplinary point of view.

Practicum Experience

In addition we have had for years, courses that are the same traditional kinds of "legitimate" courses, but they've had a field component, a practicum, something such as practice teaching. This also has been included in social work and in some of the paraprofessional courses that have a component where the courses actually get into the community.

Job Experience

And my proposal to this group is not only to give credit for that same kind of field work but also for the field work that has taken place without the supervision of a college instructor and has taken place prior to the time that the student asks for this credit to be given. Now there have been a number of instances where work—job-work, not practicum—has been legitimized and brought into the institution as a reasonable and instructive influence on the student. Antioch is probably the classic example with its 5-year bachelor's degrees where the students spend half the time working and half the time on campus. It is my understanding that their work while they are off campus need not be in their discipline.

PHILOSOPHY OF LIFE EXPERIENCES IN RELATION TO LEARNING

Let us move on and look at the philosophy of the life experience. I had an instructor at USC once who described life experiences—educational experiences—as falling into two categories: the profound and the profane. He said that the *profound* experiences—educational experiences—were those which redirect your life, remold your values, or have a gut-brain impact on you. The *profane* education was dates, names, and places and all those kinds of things that most teachers quiz you about to make sure that you attended class. I think that if we look back on our experiences and ask ourselves which were the profound experiences in our lives, which were the ones that really made a difference in the kinds of persons we are, the kinds of motivational levels that we operate on, we would come to the conclusion that at least most of them, if not all of them, took place somewhere off campus. If they took place off campus, it seems to me that it is possible to evaluate and legitimize these experiences and give them some sort of recognition, like credit.

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RATIONAL EXPERIENTIAL LEARNING

I have been asked to address myself to experiential learning for whom, when, and where, and I choose to include *how.* Let me make a few comments in these areas.

Whom?

For *whom?* I would imagine generally that those students for whom life experiences should be evaluated to determine whether or not credit should be given are generally older students who have had some sort of life experiences, whatever they are, from legitimate employment to illegitimate employment (whatever that is) between secondary education and postsecondary education. Now I don't think we can necessarily say we are not going to give credit for things before the 12th grade, but it would seem to me that most of the people would fall into an older age group. The people whom I suggest we should consider would fall into two categories: those who *need* credit and those who *want* credit for their life experiences.

And let's look at who might fall into these two categories or a combination of the two. Those who need it, as I mentioned, might be older students who really must get back into the world of work because of their obligations—family obligations, personal obligations—and so they would probably take advantage of being allowed some credit for their life experiences which would move them toward their degree goal or certificate goal at a much earlier date. Some older students, in fact, are not able to enjoy the luxury of leaving the world of work and so they have to go to school nights, Saturdays, and summers, and giving them some credit for life experiences would move them to their goal sooner.

Some . . . are not able to enjoy the luxury of leaving the world of work. . . .

The possibility of cutting out some of the time may also affect poor people. Each year a person is in school costs him or her money, not only in charges for school but also in foregone earnings. There might be a substantial segment of poor candidates who would like to have their life experiences accredited so that they can reach their goal at an earlier date.

I think there is also a quite sizable segment of average to capable students who really find it very hard to endure the rigors of traditional kinds of education, and if you shorten the span for them, they might take a crack at it.

Who are those who might *want* life-experience credit rather than need it? It seems to me as though there is a sizable segment of students who have had unique experiences because of their life situation, and it shouldn't be necessary for them to sit through a class because the teacher is going to legitimize the reliving of that life. Take minority students. If they have had a unique experience as a result of their living in a particular environment, is it necessary for them to sit through a course in ghetto sociology or welfare psychology? He or she could probably teach it better than the instructor! There might be a large group of students who would want to avoid the general elective courses, not necessarily to get out of school early or to reach their goal at an earlier date, but so they could take more advanced courses farther down the line and be relieved of the tedium of the basic courses.

> *it shouldn't be necessary . . . to legitimize the reliving of [their] life.*

Then there is the student I call the "199er" who comes in with unique kinds of background, unique kinds of experiences, and has unique types of goals that the particular, traditional catalog does not fit. He also might find it to his advantage to be given credit so that he doesn't have to go through the tedium of the traditional offerings.

When?

When should credit be given for life experiences? I am suggesting that most students make this a sort of negotiable thing when they enter college. However, I would leave the option open to the student to petition at any time when he finds out that this is available. One of the things that we got into in an earlier session of this conference was that there is a lack of information for so many students, and I think there might be many students who would find out at a later period that there is a possibility for being given credit for life experiences, so they should be able to petition at that later time.

Where?

The tendency to give life experience credit, you see, is one of these nonprestigious kinds of things, so the inclination would be to give the nonprestigious kind of thing to the community colleges. My contention is that as long as nonprestigious institutions do something, the act will remain nonprestigious. That which makes an act prestigious is determined by the institution which engages in it. For instance, if tomorrow, or in September, Harvard said it was going to give life experience credit, all of the colleges in the country would want to get on the bandwagon. I would opt for *all* colleges getting into the act of giving credit for life experiences. I think that this should *not* be an admissions bargaining kind of thing, but that a college in deciding on whom it is going to admit and a student deciding where he's going to go, should be a mutual thing. A college should decide not only if this student is going to be able to benefit from his experience there, but if the college is going to be able to benefit from this student's presence. This mutual kind of thing on the parts of both the student and the college would decide whether or not the student should be admitted. Then you decide, after that, whether or not any credit for life experiences is appropriate for that particular institution and that student's goals.

this should not be
an admissions bargaining
kind of thing. . . .

How?

Let me speak very briefly about *how.* Someone suggested that life experiences should be a function of age; I say no. Many people who have been in the working world have lived 1 year 20 times, like some professional people. They teach the same thing for 20 years, and I would suggest that age is not a measure of the quality of life experience. We have in one of the other testing programs something called CLEP. I am offended by CLEP because it boils down a life experience to a handful of questions, and these are supposed to evaluate the quality or quantity of what you've been up to and what's happened to you as a human. A number of tests bother me, and CLEP just happens to be one of them.

Many people
. . . have lived
1 year 20 times.

A thing that has been possible for a long time—it probably started with the University of Chicago—is challenging courses. You can go and take the final exam; if you pass you get credit for the course. Or you can go to a discipline and you say, "I would like to challenge the course," and the professor designs a new exam for you. This also is somewhat offensive to me—to think that a professor can dream up 50 questions that will decide whether or not a student is knowledgeable. What I am suggesting, ladies and gentlemen, is that credit be given for noncatalog kinds of experiences. For example, at present you can challenge a sociology course, but how do you challenge an ecology course if there is no ecology in the catalog? How do you give credit and recognition for the black experience, a possibly rewarding and enriching experience, if in fact you don't have anything called the black experience in your university?

Here's my proposal, very briefly. I suggest that the student who wishes to be considered and to have his life experiences evaluated, be assigned an adviser. This adviser then would give him help in preparing a presentation. The presentation can be in several forms. If he/she is wanting to get credit for an activity, he/she can present a portfolio. For instance, the student in art, writing, or architecture can present examples of work. Another form might be a demonstration of his/her talent if he/she is in music, speech, drama, etc. He or she might also make an oral or written presentation if the area is more in the liberal arts, and this presentation would be made to a panel of those people in the institution who would be most able to evaluate both the quality and quantity of this life experience. They would have the obligation to evaluate it and to assign some level of credit (or no credit) to the experience. And I contend, that if the college is incapable of evaluating that kind of experience then it is deficient, inept, myopic, and stagnant, and it should engage in some sincere introspection.

COMMENTARY

Frank Angel

I would like to discuss with you three possible definitions and approaches to learning that derive from these definitions regarding experiential learning. These definitions are pertinent in terms of what is going on in colleges and universities in this country at the present time.

SUPPLEMENTING INTELLECTUAL LEARNING WITH AFFECTIVE EXPERIENCES

A great deal of concern is being expressed both by students and writers regarding the dehumanization of industrialized society. The central core of this notion of experiential learning has to do with broadening the intellectual and book type of experience typical of most institutions of higher learning with involvement with people. A great deal has been written about the matter. Some people have claimed that the students are really antiintellectual. A writer in a recent *Saturday Review* took issue with this antiintellectual conclusion and felt that the students were not antiintellectual but rather were asking that the intellectual approach to learning be supplemented with allowing the students to experience the world, to get out into the ghettos and learn about compassion, people, and human problems. This type of experience, the writer held, was a way that students would be able to balance out their total development.

[allow] students to . . . learn about compassion . . .

Experiential learning, then, in this definition, would include actual experiences with people and social problems. It could further include concrete experiences as a way of gaining intellectual knowledge.

THE "OPEN SCHOOL" CONCEPT

Another definition is implied in the so-called "Open School" idea. The basic notion in this concern is that the school has stifled the students, stultified their creative processes, controlled them too much, conditioned them too much, and reinforced them too much in terms of some predetermined ends not of their own choosing. In experiential learning terms, it would then follow that the best thing the school can do now is to open up and let the students' own developmental curiosities and interests lead them into the kind of learning that will result in more open personalities and into more integrated ones. The so-called "Free University" is probably an extreme version of this notion.

EXPERIENCING FIRST HAND

A third definition has to do with conceiving learning as a direct result of experience. Of course, all learning is experiential in the sense that the learner must experience some kind of stimuli and be able to react to it in such a way that his behavior is modified as a result.

In some concepts of this type of learning it is held that only contact with first-hand experiences are deemed desirable. Presumably, vicarious experiences are less desirable but are included in this concept of learning. Learning so defined would be limited to the concrete and experienced world. The notion implicit here would be that if this occurs, if the student is allowed to manipulate, to control, and to experience through all of his senses, a more desirable kind of learning will take place. This concept of experiential learning would not necessarily exclude symbolic learning but would require that symbols first be anchored in experience in the transactional sense as defined by Dewey.

CULTURAL INFLUENCES ON LEARNING

We are concerned with the minority groups, particularly the Mexican American and the Indian, in our part of the country. They have been the subject of a great deal of study over the years. The low school performance of the Mexican American and the Indian has been the cause of a great deal of concern in educational circles. At one time, the early investigators who looked at the problem concluded that the reason the youngsters did so poorly in school was the fact that their native language was not English. It was either Spanish for the Mexican American or one of a number of Indian dialects and languages for the Indian. The diagnosis was that a language deficiency existed and the thing to do was to teach the student English as a second language. During the past 25 years the techniques were developed that were then supplemented, augmented, and refined with the work of the Armed Services in foreign languages.

The Anglo Curriculum Norm

We have now come around to a different kind of consideration, and that is the notion that perhaps *culture*—the culture of the Chicano, the culture of the Indian—impinges upon the student's learning. Culture may, in effect, be one of the reasons he or she is having difficulty, since the curriculum of the school is the Anglo curriculum—the English-American, middle-class-oriented type of curriculum. The child from a different cultural group and a different setting has difficulty in learning the values, the content, the concepts, and the thinking processes that are the core of the Anglo curriculum, depending upon how different his culture is from the dominant one.

perhaps **culture** . . .
impinges upon the
student's learning.

Some people have used the label "culturally disadvantaged" to explain the low performance of minority children. The notion of disadvantageness has been applied to ghetto and black children in the urban city schools as well. As long as the norm is the Anglo middle class curriculum, then these children from poor homes and from different cultures will, of course, be disadvantaged. The remediation will be to have them learn the skills, the content, the concepts, and the values of the dominant cultural group so that they will have fewer difficulties in school.

The Strengths Hypothesis vs. the Deficiency Hypothesis

Interestingly enough, no one using the so-called "deficit hypothesis," as Cole and Bruner have named it, has thought that maybe the curriculum itself might be changed in order to identify the strengths that these students have rather than their weaknesses. This is a much more intriguing notion than the "deficit hypothesis" which Cole and Bruner have so devastatingly laid bare in some of their recent articles. If we can identify what some of the strengths are of the ghetto child and of the culturally different child and if we can then begin to build on and use these kinds of strengths to help him in school, we will then begin to solve many of the kinds of problems that have bedeviled the learning processes of these culturally different groups in the schools.

. . . identify . . . strengths of the ghetto child. . .

Concrete vs. Symbolic Worlds

To get back to my main point, we have in the past talked about experiential learning in the sense that the child must have an experience with the objective or the experienced world. The anthropologists tell us that folk cultures—and presumably lower class cultures also—tend to be tied to the seen and experienced world. This makes a great deal of sense if one knows anything about the folk cultures of the Chicano and the Indian. I think if one took a look at the kind of world and the kind of experiences that the ghetto child has—whether he is black or nonblack—in the inner city, one might also conclude that his or her life is pretty much tied to the concrete world as opposed to the verbally symbolic world that characterizes a great deal of middle class and upper class academic types of learning. If the present school curriculum tends to emphasize the verbally symbolic type of processes, obviously students who are tied to a more pragmatic and concrete type of world are going to experience difficulties with it.

. . . [ghetto] life . . . tied to the concrete world. . .

Development from Concrete to Symbolic

I am bothered about emphasizing experiential learning if it is conceived too narrowly, because I feel that we must *not* forget to try to help students move from the concrete, pragmatic, experienced world *into* a verbally symbolic world so that they can, in effect, perform better in school and be better able to manipulate and manage their life out of school. Piaget has indicated to us that the child starts out at the sensory, concrete level and proceeds through different stages until he gets to the stage of formal reasoning. It seems to me that this is the direction in which we must go. I am a little leery that for the minority groups, especially for our students in this part of the world, the popularity of narrowly conceived experiential learning may be a dead end in terms of where we need to go to try to solve the problems of better school performance and better performance beyond school.

Adapting Curricula to Students

It means that our concern probably should be less with the content, although Cole and Bruner in their criticism of the deficit hypothesis indicate that what we probably need to do is to change the situational problems so that the lower class student—the black or the culturally different—may deal with them. The situation and the content of the curriculum should be things with which the student is familiar and to which he or she can bring into play the kinds of processes that it has been thought he or she did not have. Certainly this is something quite desirable. The so-called ethnic studies programs that are being started all over the country have tended to change the content a little so that the student can have something familiar with which to deal.

I believe that perhaps we ought to be focusing on the symbolic processes as well. We must remember that the symbolic processes that are developed, conditioned, and reinforced when the world of the student is the seen and experienced world should be emphasized and the child should be guided to develop them into the higher level of verbal symbolic types of intellectual manipulation.

Cognitive Style Mapping Approach

One of the most interesting experiments being carried on in this area is being done by the Oakland Community College in Bloomfield Hills, Michigan. Dr. Hill and Dr. Nunney are taking a look at this problem. What I think is so interesting about the matter is that they do have in their model some consideration of the culture. The substantive core of their approach is what they call "cognitive style mapping." They say that the cognitive style map gives a picture of the way a student derives a meaning from his environment and personal experience. Each map, like each student, is different. A student's cognitive style is determined by the way he takes notice of his total surroundings, how he seeks meaning, how he becomes informed, how he listens or reads, whether he is concerned only with his point of view or is influenced in decision making by his family or by his group associates, whether he reasons more like a mathematician, a social scientist, or a fisherman.

> *. . . model [includes] some consideration of the culture.*

At the heart of this notion is the question of learning styles. Dr. Hill and Dr. Nunney go on to say that the meanings man assigns to symbols shape and are shaped by his culture. The main cultural influences or cultural determinants of the meanings of symbols are family, associates, and individuals. They then provide some type of diagnostic instrument that attempts to find what are the preferred learning styles or the preferred cognitive approaches that an individual has to learning; they come up with an amazing number of different styles. Once identified, of course, the prescription of the educational program for the student is relatively easy.

EXPERIENTIAL TO SYMBOLIC LEARNING IS GOAL

I think this is getting into the area that we would be most concerned about here. When we talk about experiential learning in these terms we make some sense in helping the minority group student. Once the evaluative instruments and objectives are identified and approached this way, I would say that the development of cognitive processes will move from the concrete, seen, and experienced world into that of a verbally symbolic world.

COMMENTARY

Charles N. Guerrero

In all this discussion of granting college credit for life experience, one question bothers me. Should credit for life experience become a bargaining tool for the student? Colleges today are competing with one another for students. If I were a student and knew that colleges were going to give me credit for some experiences or skills I had acquired, I would go from college to college and bargain with Admissions Officers to find out which one would give me the most credit.

LINK EXPERIENCE TO THE CLASSROOM

Last year at the ACT Invitational Conference, Grant Venn said, "The separation of education from society as a base for preparation for further schooling or for functioning in society does not make sense now, nor does it make sense in the future." Grant went on to make a case for the desirability of work experience for everybody. You can probably argue with me about my observations, but I am suspicious of that particular point of view. It sounds too much like the white protestant ethic. I am not so sure that work experience is good for everybody, neither am I sure that it is the "cure-all" that some people make it out to be.

work experience [may not be] "cure-all" . . .

Let me draw a similarity to one of our popular advertisements. You know the one that talks about that "secret" ailment that we can now talk about freely because we live in an enlightened society. The cure for that "secret" ailment is Preparation H, or so the advertisement says. However, if I lift weights every morning and keep aggravating that "secret" ailment, I don't see how Preparation H is going to help very much. The point is that we expect the work experience a student receives in the afternoon to negate all the destructive experience he has had all morning in the classroom and in contact with education as we now know it. As a Mexican American and as a parent, I would suggest, don't expect Maria or Jose to be completely different students in the morning just because some "Gabaucho" counselor found them a job sweeping out the hardware store or sacking groceries in the afternoon. No magic metamorphosis is going to take place just because they have work experience.

VALUES IN EXPERIENTIAL LEARNING

In recent years the experiential approach to learning has been on the down swing. Remember when elementary school students used to make pudding and jello and stuff like that? Today authorities say that students have to be able to read and write and have skills that meet their cognitive needs, whatever that means. The important thing, it seems to me, is that the products of our educational system should be employable. Whether meeting students' cognitive needs has a part to play in that process, I don't know. However, I feel that we are now moving towards an emphasis on the accumulation of the skills necessary to function in today's society.

emphasis on the accumulation of [necessary] skills

It is also possible for students to acquire important conceptual knowledge from experience. As an example, I will tell you a story about a third grade class that was told to go out and collect rocks. When they returned to school, the teacher had each student put his rock in a container of water, and of course the water level rose in each container. During the ensuing discussion, one student said, "Hey, I think my rock weighs the same as the amount of water that moved up in my jar." So each student marked the water level on his container both before and after the rock was placed in it. Then each container was filled to the top mark and water was poured into another jar until the level reached the bottom mark. This "poured out" amount of water was weighed. Naturally it weighed less than the rock the student was using. This caused quite a bit of consternation among the third graders, but finally, one youngster came up with this observation, "That water we weighed is what my rock would weigh if it was water." What a way to teach the concept of volume! Did you learn it that way?

STUDENTS DEVELOP SKILLS FROM EXPERIENCES

I think the building of social skills takes place through experiential learning. Successful learning experiences occur when students can involve themselves in situations where they can be helped to draw conclusions. In education we must offer experiences from which students can begin to abstract concepts and social learning.

building of social skills
takes place
through experiential learning.

Let me tell you another story. A certain eighth grade student, in a P.E. class that was testing for physical skills, was supposed to do the standing broad jump for a grade. So the kid did it, jumped over 5'5" or whatever, something he thought was good enough for a B. Seeing that the rest of the class was still engaged in the exercise, he found a couple of his compadres and went off to play basketball the rest of the hour at the court next door to where the testing was taking place. At the end of the hour he went in and asked the teacher, "What'd I get, coach?" He was told, "You made an F." "Why did I make the F?" "Well, because you didn't walk over there to the table and record your distance." Well, I think that's experiential learning. I don't believe you can separate an education experience from learning. But what did the kid learn? He learned that people can be unfair and arbitrary. What's important in education is the nature of the experience, and we must try to minimize the undesirable aspects of experience and maximize the desirable. Our goal, it seems to me, is to provide the best possible experiences for all students.

people can be
unfair and arbitrary.

HIGHER EDUCATION SHOULD CREDIT EXPERIENTIAL SKILLS

In higher education we have to begin to break down our own biases about recognizing the products of experience, exactly what Ken Washington was talking about. Suppose you were going to hire a college or community college president, and you had 51 applicants. The first thing the selection committe would probably do is rule out everybody who didn't have a PhD and then deal with the 20 or 30 people who were left. An MA plus extensive experience would mean nothing.

What chance would Ken Washington's janitor have of being hired in our college to teach the realistic aspects of mechanical engineering—how to take care of a boiler, the science behind keeping machinery in good repair? Probably very little chance at all.

There once was a college that received a sizable amount of money to build a Mexican American Cultural Center. Everything was set. It was in an area that really needed such a center to meet some of the needs of the community. So, the college advertised for people to be the directors and a couple of Spanish-speaking professionals were found. Their applications were brought before the academic dean who happened to be the guy with the last say on who would be hired. He said "No way. They don't have PhD's." And when he was told that these applicants had competence and experience, he said, "There's no way you can have competence without the PhD. They are synonymous." That's the kind of bias we have to break down in higher education.

That's the kind
of bias
we have to break down . . .

ENVIRONMENTAL LEARNING TOO VALUABLE TO IGNORE

What about the experience students bring with them to the classroom? Not just in higher education, but all the way through—kindergarten to grade 16. Some writers believe that experience and intellectual achievement are related. How should ghetto and barrio experiences be evaluated and assessed in the second grade? in the eighth grade? These students have learned a lot from their experiences that enables them to function in their environment. They've learned a lot and they bring this learning with them to the classroom, to the educational setting. Are we going to negate this learning and completely lose it, or are we going to investigate it and utilize it?

In summary, we are asking the question, experiential learning for whom, where and how? You can't divorce education from experience, so experiential learning is for all students. It should occur at all grade levels and should be constructed to provide the best possible experiences for all students.

experiential learning
is for all students.

COMMENTARY

William L. Ramsey

Regarding experiential education I want to clarify at the outset that what I will talk about is not just vocational or occupational education, unless all education is occupational. I think Ken Washington emphasized that we already have internships and practical experience; take for example the Army medic who takes somebody's appendix out on the battlefield and then comes back into society and gets no credit for it, or the community worker, or others.

I think we also talked about experiential education as being really part of all education, education from the cradle to the grave. We like to talk about our institution in Milwaukee. We're really comprehensive because we *have* courses that cover the entire life span. We teach prenatal education in our family life series and we started embalming technology last fall.

EXPERIENTIAL BACKGROUNDS MUST NOT BE STEREOTYPED

Experiential background is very important, but it is important to each individual differently. I think this has been brought out today. I want to reemphasize it. No two people have the same experiential background. Sometimes this causes problems or hang-ups in our society. A story I know is a good example of this. A Catholic priest explained to two curious hippies that he was wearing a cast because he had slipped in a bathtub and broken his leg. As he walked away one of the hippies said, "What's a bathtub?" And the other replied, "How should I know, I'm not Catholic." I think this emphasizes the vast differences in experiential backgrounds. How can you understand the hippie culture or the Catholic religion if you don't know anything about them? Sometimes we want to put everyone in the same experiential niche in life. I think probably my good friend Dr. Coladarci from Stanford says it best when he uses a statement in his book that says, "All Indians walk single file. At least the one I saw did." Stereotypes will prevail but we can't fit everybody in the same niche, even if we're going to stereotype people. I think that's what's been explained.

"At least the one I saw did."

STUDENTS SHOULD LEARN TO FUNCTION IN SOCIETY

Experiential learning for whom, when and where? I'd like to add another point. For what? Experiential learning for what? In vocational-technical education we like to say when we state our philosophy, or objectives, or behavioral outcomes, or our goals, that what we really want is for people to be able to function in society and also to receive some self-fulfillment. We could have other objectives such as motivation, because if people aren't motivated they don't learn, and we can relate this to the real world. Motivation provides a salable skill, it relates theory to practice, which is experiential education. But really, aren't these the same objectives for *all* of education?

All Education Ought to Relate to Real World

I don't think we want to place our emphasis on just occupational education and experiential education, but all of education. Otherwise, we have the same old thing. Emphasis really has to be placed on a closer relationship between the real world on one hand, and education on the other. This is where the emphasis should go, not on segmentation of education, not on vocational education or technical education, but on linking the real world and education. In fact, looking through the program thus far, I see that every topic we've had these past 2 days has been dependent on experiential education: relating theory to practice on a one-to-one ratio as much as possible. We obviously need to bring the practice closer to the theory; we have spent too many years in theory without actually getting into the practice. That is what apprentice education has done for years and this is what, really, medical education, dental education, and many other professional areas have done.

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INSTITUTIONAL RESTRAINTS CAN DETER EXPERIENTIAL LEARNING

I could summarize by going back to the question, experiential learning for *whom?* It's for everyone. It's for a normal population. That's who experiential education is for—a normal population with a normal curve of probability. *When?* All of the time. Theory should relate to practice all of the time. It has more meaning. *Where?* In the real world. It has to take place in the real world. We teach a lot of our courses "behind bars" from our institution. We take care of the people who are on probation from the penal institutions by using other people from penal institutions as their relators. We can't call them counselors, but they relate. *How?* As flexibly as possible to meet the individual's needs as he needs them to relate to the real world. *For what?* To develop a real relationship between the real world and all of education.

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SOUTHEASTERN REGION

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COLLEGE/CAREER

CHOICE:

RIGHT STUDENT,

RIGHT TIME,

RIGHT PLACE